THE JOURNAL OF EDUCATION

Volume 126 SEPTEMBER, 1943 Number 6

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Business and Editorial Offices
SIX PARK STREET, BOSTON

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AS WE GO TO PRESS

A friend of ours has just returned from a fishing trip in the wilds of New Brunswick. Three days on horseback over a little-worn trail brought him to a lonely lake. "It must have been wonderful," we remarked, "to get so far away from everything—even to forget a war was on." But the lake, it seems, is in a direct line with one of the air routes used by four-engined bombers. So it is next to impossible, these days, to go where the war does not cast its shadow.

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Like that lake in a Canadian province, this and coming issues of the Journal will afford you both a respite from the general din and upheaval and a reminder of their implications.

▼

The summer has brought us unusual evidence of thought-activity from subscribers and correspondents. Much material of an exciting sort is in hand and in prospect for October and the months to follow. We could tell you many details of our program, but why give away our strategy in advance? Surprise is the order of the day. And many a surprise—largely pleasant—we can promise you.

▼

Controversy is the spice of editing, thus we are welcoming for the first time what we hope will be a regular feature titled "From a Rank Outsider." See it on page 196. The author is a business man whose only relation to the schools is that of citizen and parent. We should also like to run a department of letters and we already have a caption for it if you and you will supply the letters. We propose to label it "The Safety Valve," and—lest the escaping steam scald you, the firemen—we will, upon occasion, print your effusions without signature. What, does nothing ever make you boil? Then our Safety Valve is not for you. Just stay in your own corner until you get a temperature.

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. . . TEXTBOOK TOPICS

Paper for Textbooks a "Must"; England Recognizes This

There is increased agitation and fear regarding the supply of paper for textbooks. The lack of manpower in the Canadian woods and similar lack of manpower in the States accentuates the acuteness of the problem.

More and more are educational authorities coming to the viewpoint that a normal flow of textbooks must be maintained. It is interesting in this connection to observe the situation in England. Paper quotas for books and magazines have been cut far below anything we have even heard discussed in this country; in fact, the quota of paper there is reduced approximately 63% of the amount used in the year before the war. Yet England is making provision for the publishing of textbooks so that textbook publishers' commitments to schools as well as to the Armed Forces in England have been met consistently.

Less than one-half of 1% of the paper used in America goes into books. Textbooks use a very small part of this one-half of 1%. It would appear that arrangements could be made to make it possible for the supply of textbook materials to be continued to schools here in this country.

Publishers Institute Enrolls New Members

The American Textbook Publishers Institute has enrolled new members for this fiscal year. Among them are: Encyclopaedia Britannica; F. E. Compton and Company; E. M. Hale and Company; Mentzer, Bush and Company; Prentice-Hall, Incorporated; The Quarrie Corporation; L. W. Singer Company; The University Publishing Company; and D. Van Nostrand Company, Incorporated. Prior to this year, the Institute had enrolled 28 firms as members.

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The War Relocation Authority is giving educational opportunities to 26,000 Japanese school children; has enrolled 17,000 in adult classes; and has enrolled 3,500 in nursery schools.

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Textbook publishers, according to Lloyd W. King—Executive Secretary of the American Textbook Publishers Institute—face a real problem in connection with the danger of inflation. If publishers have to supply textbooks to states at prices fixed by contracts made three or four years ago, they will suffer serious loss.

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Contrary to the thinking of many educators, the amount of money spent for textbooks is relatively small. In New York City for the fiscal year ending July 1, 1942, a surprisingly small amount of money was spent for textbooks in relation to the amount spent for supplies and equipment and in relation to the total expenditure for operating the schools of the city. The amount spent for textbooks in that period was roughly $600,000 as compared to nearly $2,000,000 expended for supplies and equipment exclusive of books for libraries. The total expenditure for schools in that city for the year was $150,000,000.

▼

A number of the State Teachers Association conventions this year are giving time and place for a panel discussion of textbook problems. These panels are participated in by both educators and publishers.

Military Experience Points to Need of Full Equipment

Every day on battle fronts around the globe we see convincing evidences of the importance of equipment.

On the education front at home, teachers are the first essential, but the second essential is—equipment. The good teacher whose pupils are denied ample supplies of modern instructional implements, fails to work at full efficiency and a substantial portion of the money paid him for teaching is wasted. As to the teachers who are not so good—and present conditions have forced the schools to employ many such—these require all the bracing that can possibly be given them with superior equipment.

War is stressing the importance of textbook equipment in another way than by analogy. Army and Navy training courses, calling as they do for speed, clarity and permanence of lessons learned, consistently back up the personal work of the instructor with well chosen printed matter in books.

If your schools are saving on payroll, as many schools are today, make sure that part of that saving goes back into bolstering instruction through providing vitally necessary textbooks. Publishers report that many schools are doing this.

Army Prepares More P-I Outlines

Encouraged by the reception which the high schools have already given to its plan for pre-induction training in science and mathematics, the army continues to expand its pre-induction program.

Merwin Peake, as head of the civilian pre-induction training program, notified the American Textbook Publishers Institute early in August that new bulletins were ready for distribution by the institute to all publishers of school texts. The new material includes a bulletin on Vocational Training, an outline for Mathematics and one for English.

Presumably a fresh crop of texts embodying the army's recommendations will be forthcoming in time for introduction into school curricula at the opening of the second semester or earlier.

SOCIAL STUDIES

Never Surrender

No amount of reasoning can create in any breast the love of freedom or of justice. But the sight of men fighting valiantly for these great ends will always generate that love and fan it to a flame. Thus it is that a book of hero stories, graphically and grippingly related, may become a most effective means of heartening a people in their hour of testing. Such must be the philosophy behind the new little volume, "Never Surrender," between whose pliable cloth covers are ten specially written, authentic tales of men

AND REVIEWS . . .

who dared to follow the light; men who refused to quit until they had won their battle and rendered to mankind the thing they had to give. A keen sense of the dramatic and unusual skill in writing were brought to bear by the author of this book. To suggest that here are stories of Simon Bolivar, Emile Zola, Wilfred Grenfell, Winston Churchill, Franklin Roosevelt and other men of destiny would not alone indicate the educational worth of "Never Surrender." It deserves to be weighed by what it does to him who reads it.

NEVER SURRENDER by Brassil Fitzgerald. Ginn and Company, Boston. $1.00.

The Way of Life Series

To judge from the half dozen samples at hand, the series of small but attractive texts wearing the general title, "Way of Life," is destined to render a great service to boys and girls by informing them in interesting story form concerning different occupation areas. Since but few persons are born with definite vocational leanings, it is well that they can explore the nature and atmosphere of many distinct occupations through such books as these:—"Talking Wires" (telegraph industry); "Talking Shadows" (Hollywood); "Timber!"; "Quicksand" (life and social work in the slums); "Here Comes Tomorrow" (Chemurgy); "Rolling Stones" (the civil engineer); and "Saddlebag Folk" (life in the Kentucky mountains).

THE WAY OF LIFE SERIES, Eric Bender, Editor. Row, Peterson and Co., Evanston, Illinois.

Calling All Citizens

Addressed to American youths, "Calling All Citizens" is a summons to make our great experiment in democracy the success it can and should be. The authors never refer to students of this text as "future" citizens. They are citizens already. Their present attitudes and activities are important. This text in civics treats not only of government but of the individual as the unit for whom and by whom the government and all other social institutions exist. Naturally the test of such a book is its psychological aptness, its ability to "sell" good citizenship to those who read and study its pages. To the reviewer, "Calling All Citizens" seems likely to pass that test with flying colors. A particularly sound feature relates the book itself to the student's own immediate surroundings. This is accomplished through a series of practical suggestions headed "Your Local Textbook," in the execution of which a class may perform real service to its community.

CALLING ALL CITIZENS, by Robert Rienow. Houghton Mifflin Co., Boston. $1.96

DEFLATION

Said the math book to the speller,
"I'm the more important feller.
Without me no navigator,
Gunner's mate or aviator
Could proceed about his business
With success and that gee-whizness."

The gentle speller, quite astonished,
Then up spoke, and thus admonished:
"When the guns all disappear—ah—
There will come a post-war era.
With your contents antiquated
Your conceit will be deflated.
Words and thoughts will loom much bigger
When the finger's off the trigger."

—A. W. B.

The American Scene

To assist high school students toward a thorough understanding of this nation's institutions, ideals and problems, four authors representing East and West, university and secondary school, have combined in writing "The American Scene." This basic text gives a third dimension, background or perspective, to the present picture and is devoid of that pessimism which beclouds so many volumes in this field. Teachableness is said to have been assured through ten years of classroom experimentation with the manuscript of the work. For a people like ourselves, committed to faith in our own ability to fulfill man's greatest dream, familiarity with the content and spirit of such a book is virtually a universal must.

THE AMERICAN SCENE by Melbo, Bowden, Kollock and Ferry. McGraw-Hill Book Co., New York. $1.96.

LITERATURE

Literature Anthologies

Three new anthologies offer to junior high pupils a diversified richness of reading material seldom matched in so compact a form. Each of the volumes contains more than a hundred different selections, including one or more full-length novels or plays; "Treasure Island," "As You Like It," "Midsummer Night's Dream," "Lady of the Lake," and "Bambi" being among the longer pieces. The materials seem aptly chosen to enlist the interest of boys and girls in grades seven to nine, and the arrangement by topic fields facilitates discovery of what is most wanted at any given time in the life of an individual or the class. The series also includes four volumes for use in senior high school. These four deal respectively with types of literature and with the works of American, British and world-wide authors.

LITERATURE, A SERIES OF ANTHOLOGIES by E. A. Cross and others. The Macmillan Company, New York. Book I—$2.20; Book II—$2.20; Book III—$2.32.

On to Adventure

The third book in the "Golden Road to Reading Series" is "On to Adventure" by Heffernan, Harper and Wulfing. This nicely illustrated anthology of poetry and prose from the best of modern literature for children is intended for use in the sixth grade.

Work exercises, mostly on the meaning and use of words, are abundant throughout to insure the best possible comprehension of the stories. While supplying its own dictionary in the back, the book confines itself to a carefully checked and graded vocabulary.

ON TO ADVENTURE, by Helen Heffernan, Wilhelmina Harper and Gretchen Wulfing. Benj. H. Sanborn & Co., Chicago. $1.20.

MATHEMATICS

How Many? How Much?

If well built foundations mean any thing to the development of a child's mathematical sense and power, then a number book of first lessons such as "How Many? How Much?" by Patton and Young has real importance in the scheme of things educational. It presents numbers concretely; introduces new concepts very gradually; lets realities sink in. There are objects for the child to color and to count. There are numerals to be traced and then written independently. Through a variety of approaches, the young pupil learns to put sums together; to compare; and to subtract; to count by twos and tens and fives; to make a calendar; to tell the hours on a clock. The so-called addition facts to eight and then to ten are taught. And throughout the process there is steady practice in reading words carefully chosen in conformity with established vocabulary standards. The eye, the hand, and the ability to read and comprehend are trained while numerical agility is growing. This is both a textbook and a workbook. Its drawn pages are attractive. It ought to produce quiz kids, at least in embryo.

HOW MANY? HOW MUCH? by David H. Patton and William E. Young. Iroquois Publishing Co., Syracuse, New York. 44 cents.

Plane Trigonometry With Applications

In Professor Hart's "Plane Trigonometry with Applications," we see a tendency to get the student quickly into the practical uses of the trigonometric functions of acute angles and a willingness to defer the more theoretical and generalized topics until later in the course. Applications to surveying, artillery orientation, bombing and certain phases of aeronautics are well distributed throughout the course, and selections or eliminations can be made readily to fit the needs of a particular class. There is a special chapter on navigation, in so far as plane trigonometry may serve that important art. The three-to-five place tables are unusually elastic and complete. It impresses one as an effective tool for either a short, intensive pre-military course or a longer and more comprehensive course for those requring greater mastery.

PLANE TRIGONOMETRY WITH APPLICATIONS by William L. Hart. D. C. Heath and Co., Boston. $2.00.

SCIENCE

Horizons Unlimited

A triad of air-minded books by S. Paul Johnston is made up of "Horizons Unlimited", subtitled "A Graphic History of Aviation", "Flying Fleets" and "Flying Squadrons". These three have just come out in school editions. The first treats both lighter-than-air and heavier-than-air machines, including airships, ornithopters, helicopters, gliders, and airplanes. Fascinating drawings, diagrams and actual photographs lead the student from the earliest experiments in flight (dating back before Leonardo da Vinci) to the latest patterns in aviation, both military and civilian. The author predicts that our terrestrial, social and economic horizons will be immeasurably extended IF we can survive this total war which has been aggravated by men with wings; also that outer space will be conquered in the near future. The second book is, as its sub-title implies a "graphic history of U. S. Naval aviation". More than half the book is devoted to a pictorial presentation of our air fleets, past and present. The third takes up the history of the army air forces and its make-up is akin to that of the second.

HORIZONS UNLIMITED, by S. Paul Johnston. Silver Burdett Co., New York. $2.76.

FLYING FLEETS, by S. Paul Johnston. Silver Burdett Co., New York. $2.20

FLYING SQUADRONS, by S. Paul Johnston. Silver Burdett Co., New York. $2.56.

Science

What should the boy or girl in junior high school learn about general science? The authors of "Science" have undertaken to answer this in a manner not only to equip the young student with facts and principles but to develop scientific attitudes and a taste for further discovery and study. The book's twenty chapters cover a broad range of topics and awaken many interests in everyday phenomena. The present revised edition embodies the results of considerable use in the classroom. Illustrations are numerous and apt. Wide pages permit the reading text to be set in two columns to the page. A manual for teachers is available.

SCIENCE by Ira C. Davis and Richard W. Sharpe. Henry Holt and Co., Inc., New York. $1.84.

Minerals in World Affairs

Nature's erratic apportioning of mineral wealth has caused endless disturbances within and among nations and we are in the midst of a major disturbance of this sort right now. Hence the timeliness of the volume, "Minerals in World Affairs," which has just appeared. Written by a specialists in economic geology, the book makes both thoughtful and informative reading. From it one learns not only who now has what by way of raw materials, but how mineral shortages and abundances have acted upon human relations in the past and will act in the future. Each country, for example, passes through certain rather definite stages in its mineral development; from discovery to maximum out-put and to a dwindling or hard-to-reach supply. The book is a highly satisfying and illuminating survey of an exceedingly important area.

MINERALS IN WORLD AFFAIRS by T. S. Lovering. Prentice-Hall, Inc., New York. $4.00.

Plastics

Prior to 1900, when a German chemist began making small articles from milk—you may have had a penholder or a billiard ball of "galalith"—made at about that time—the only known plastic was celluloid. The past ten years have seen scores of new plastic materials produced from a wide variety of sources ranging from soy beans and wood pulp to petroleum, coal and coke.

"Plastics from Farm and Forest" is a small volume introducing the reader to the major types of plastics so far developed.

PLASTICS FROM FARM AND FOREST by E. F. Lougee. Plastics Institute: New York.

Editorials

We Must Learn to Live with Russia

Can a common denominator be found between the United States and the Soviet Union; something besides the fact that we now are fighting a common enemy?

Every thoughtful person must realize by this time that the Soviet Union is destined to loom large in the settlement of peace and in post-war politics and policies. Apparently during this war there has been only hesitant approach to real unity of action between Moscow on the one hand and Washington and London on the other, respecting the conduct of the war. Moscow has been secretive as to military matters and has continually urged a second front, in a manner suggesting dissatisfaction with allied plans rather than full partnership in them. Relations have frequently seemed strained and on edge. The Germans are sure to take advantage of any possible chance they see to drive a wedge between their eastern and western foes, by seeking separate peace and by playing off one against the other, as in the past.

The Soviets do not easily forget the twenty years during which they were outcasts from the society of nations. For our own part we still remember the underground efforts of the Comintern to foment revolution in capitalist countries. These mutually distasteful memories could easily hamper the good will and understanding that are so imperatively needed for today and tomorrow.

The communist party in Russia, fired with fanatical zeal, sought by drastic action to overthrow Czaristic despotism and provide a new order bringing social and economic betterment to the masses. Our own forebears had a new land in which to solve the corresponding problems, and more time in which to frame new institutions. We like our own set-up better, and the Soviets like theirs. There is no necessity for quarreling over preferences that have resulted from wholly different backgrounds. In each case self-fulfillment for the average person has been the goal; greater freedom from selfish exploitation by intrenched masters. The Russians will eventually have less dictation; more of liberty, more democracy, than they yet enjoy. We, too, shall move toward the better functioning of our system. We can admire the Russians as brave and efficient defenders of their homeland and as potential partners in world stabilization.

Never let us forget that it was the Soviet spokesman Litvinoff who stood out at Geneva in trying to secure joint action against aggressors before it was too late!

Harder Going, But . . .

Educators return to their duties this term with full realization that their task will be unusually difficult because of the war's increasing impact. The work in many a school will be carried on by fewer teachers. This means heavier loads for those who remain on the job. Employment of many less qualified teachers will throw additional burdens upon school administrations, and upon the seasoned members of the teaching staffs. Upset conditions in the homes that pupils come from are sure to bring their particular problems ranging from mere lack of interest and effort to serious delinquencies affecting the school and the community.

It will be a hard year for educational workers—but no harder than for countless other Americans engaged in other occupations along the home front, and certainly not one tenth as hard as for the men who fight on battle fronts around the world.

As to those who work for higher pay than school personnel receive, why waste one's time and ruin one's disposition with envy?

It is a great challenge to the educator to know that he has largely in his hands the making of a loyal, wise, neighborly America in the years ahead.

England's Post-War Schooling

England is reported planning, even now, to step up education in the post-war period. Its colleges must open their doors to all who can profit from attendance. Of wider import even than this is the proposal that children shall be kept in school until they reach sixteen, after which they must continue whole or part time studies in "children's colleges" until they are eighteen. The program calls for enrollment and training of 60,000 additional teachers.

Compulsory education to the age of eighteen sets a standard several years ahead of the average requirement in the United States. It means that the practical

equivalent of the high school opportunity which we now persuade about half our young people to take advantage of, will be thrust upon every youth in England whether he likes it or not.

The English plan is an ambitious one, vividly indicating how fully the London government senses the need for the universal development of its citizens. We, in turn, lack the central control of education that would enable such a program to be executed at one time for all the states.

Yet with all due allowances for this difference, we ought to blush a little for letting our English cousins think themselves into so advanced an educational position before we, traditional leaders in popular education, have agreed on any next step whatsoever.

Germans Were Fooled

Shortly before this war, a German who had visited the United States returned to the fatherland with a smile of complacency on his lips and "damaging evidence" in his briefcase. Soon the Hitler heilers were delightedly reading a magazine article about American youth—an article supported by photographs. One picture showed a vast parking lot near a high school, with hundreds of automobiles waiting for school to be over, so that they might transport the students to their homes. Feeble youngsters who could not use their legs! Again, here was the interior of a drug store, where young Americans were eating unbelievable concoctions—a split banana with three kinds of ice cream and a sauce of marshmallows, nuts and syrup on top. What had Germany to fear from a nation such as that?

Ice cream comes in fewer flavors now and high school parking lots are far less crowded than they were. But tens of thousands of those young Americans, so weak and spoiled, are repeatedly disproving the low estimates the Germans had of them. The familiarity our young men had with motor cars has been quite an asset in enabling them to operate and maintain mechanical equipment used in fighting. Just what the banana royals contributed is less clear. But it never pays to underrate the reserve powers of American youth.

Italy Knocked Out

On September 8th the new Italian government of General Badoglio surrendered unconditionally to the allied forces under General Eisenhower. With this event the European "axis" passed into historic fiction. Hitler's days are numbered—however few or many they may prove to be.

How swift in the end can be the downfall of the noisiest, most boastful tyrant, had been well illustrated in the case of Benito Mussolini. As master of Italy's internal affairs, he had much progress to his credit. His Abyssinian adventure in empire building had the semblance of a great success—but contained the seeds of ultimate failure. It created a thirst for more annexation, and this led Il Duce to link Italy's fortunes with those of Germany for a much too ambitious project. A people in dire distress, its armies meeting defeat on every hand, does not long endure the government that got it into trouble. Even the single party system quickly collapses when its chief ceases to be the popular idol and becomes a symbol of deception—an object of contempt.

Don't Scrimp on Prevention

Only six days before those ugly and murderous race riots broke out in Detroit, the school board of that number one defense city held a hearing at which labor leaders and interested social workers protested a proposed twenty per cent cut in funds for the control of truancy.

Reports given at that hearing indicated that truancy had grown alarmingly in Detroit schools as the school term drew to a close. Spokesmen for both the AFL and the CIO stressed the need for more rather than fewer employees in the bureau dealing with this threatened breakdown of community discipline.

Areas of intensified industrial activity constitute extreme danger zones as regards civilian life. Thousands of extra workers, crowding into limited living quarters, produce unsettled conditions that may lead to almost anything in the shape of personal misconduct and mass disorder. Children who are left without parental care by day or night are but a part of the whole picture of poised peril. But they are a part that must not be overlooked or neglected. Not half enough attention is being paid in most war-production cities to the well being of ill housed, actually homeless boys and girls. Perhaps it is impossible, with so great a scarcity of suitable personnel, to meet this problem as it should be met. But certainly this is no time to lop off any of the services already contributing to that end. Rather is it a time to apply fresh energy and resourcefulness to maintaining regularity of school attendance, and whatever else of favorable environment can be provided for those who might otherwise run wild to their own and the community's lasting hurt.

HUMAN VALUES IN WARTIME

CARROLL R. REED
First Assistant Superintendent of Schools
Washington, D. C.

WE ARE hearing a great deal about juvenile delinquency. In Britain, where the war has been longer and its results more devastating, there has been a very significant rise in delinquency figures, as there was during the first world war. The peak was reached at the end of 1941 when the intensive bombing of London and other large cities began to lessen. The whole problem of delinquency is always aggravated by wartime conditions. In Britain, these conditions were: long periods of darkness during necessary blackouts, the dislocation of homelife, the evacuation of school children from London, the destruction of homes, the absence of parents in armed services or war work, the disruption of school life, and the nervous tension which was set up by anxiety and inability to predict the future. These problems of the younger generation become inevitably the problems of national morale and must be dealt with on the home front to insure victory.

Our own country cannot escape these problems. Since Pearl Harbor the standards of living of school children in many large American cities have been subjected to serious influences which intensify these problems of morale. The abnormal psychology of wartime reacts upon sensitive youth to produce an abnormal state of excitement which encourages wrongdoing. The restraining influences of the home are lessened because parents are working long hours under war-time pressure or fathers are in military service. According to a recent report of the Washington Criminal Justice Association, about 10% of all crimes in the city were committed by juveniles. It is significant that there has been an increase in percentage of crimes committed by the age group under 14 years. Children as young as 9 years have been picked up by the police in the early morning hours and taken to their homes where the home influence was non-existent. The elementary teachers in the schools of the District of Columbia were recently asked to list some of the changes which the war has brought into the lives of children. A summary of these reports, based on the opinion of the teachers, is interesting and significant. While it is true that many of the changes are serious and are bound to create new problems, it is also true that some of these changes may be beneficial. It is the duty of teachers in these distressing times to evaluate such changes and to discover what contribution the school can make toward encouraging the development of traits which may strengthen the younger generation, and to meet the handicaps which develop because of undesirable changes. The following summary indicates some of the problems which the war has brought to the lives of the children, and the possible opportunity for the improved services of education.

I. Home life has been changed. *Mothers are working.* According to the records, during the school-year 1942-43, approximately 30 per cent of the families in the District had both parents employed.

Children take care of themselves; the youngest children go to and from school alone. Many small children stay alone or with neighbors after school. Some wait on streets for hours in the evenings until mothers pick them up and take them home. Some children are left in the care of maids; there is a rapid turnover of maids; consequently, the children have no feeling of security. There is less supervision by either parent; Youth selects its own friends, sometimes joins gangs and gets into trouble.

Parents are too tired when they come from work to supervise home study conditions.

Children do more of the family buying, because working mothers have little time to go to stores. They thus come face to face with some of the problems of the consumer.

More children are buying lunches rather than bringing them from home.

Because both parents and frequently older children are working, there is a larger family income. Children have more money; much of it is spent; some of it is invested in war bonds and stamps. The children are better cared for physically; their clothing is better and they seem to be getting good, nourishing food. The latter conclusion was drawn by some teachers reporting from the observation that children, on the whole, are not underweight. As a result, they seem to be a little more alert and active in school.

II. *Homes are more crowded.* Extra rooms are being rented.

This means a lower living standard in terms of home living-space and a higher living standard in terms of clothes, amusements and other comforts and luxuries. Too often, though, it means crowded, uncomfortable and inconvenient living accommodations.

III. *More work is being done by members of the family*, including children, as it is more difficult to secure the services of maids, laundresses, gardeners, etc. Many laundries have refused to take on new customers. This all means that some children have more responsibilities at home, even when the mother is not working outside the home. When the mother is working, children often have to assume even more of the household duties. Some first-grade teachers reported that they have pupils who are preparing their own breakfast.

IV. *Few fathers are unemployed but many work away from home or are in the armed forces.* The father's influence is lacking. The older brothers are also away from home. Many adjustments must consequently be made. Teachers seem to notice fear and worry in the minds of the little children as well as in the minds of older ones, when members of the family are away fighting. They are often tense and excitable. This is reflected in their attitudes toward each other and toward school problems. Some teachers stated that they have tried to capitalize on the situation and have encouraged these boys and girls to be leaders in bond and stamp drives, scrap collections, campaigns, etc., in order that they may feel they are contributing to the war the same as their fathers or brothers are, and in order that they may become more calm and self-controlled.

V. *Family life is often irregular* due to long or inconvenient hours that parents work. In some homes fathers, mothers and children do not eat their meals at the same time. If they do eat together at night, it is often at a late hour. This has resulted in a later hour for boys and girls to go to bed. Sleepiness in school has followed in many cases.

VI. *Moving days for families have been more frequent.* In the fall of 1942, 6,367 pupils attended the public schools in the District of Columbia for the first time. During the first six weeks of the fall term, in 1942, over 1,300 pupils moved from one section of the District to another.

VII. *Children are learning to listen to radio programs* or to enjoy games of checkers, dominoes, etc., instead of leaving home for recreation. Although it is true that children have more money for movies, the effort of getting to a movie theater due to poorer transportation facilities, in certain sections of the town, causes many to remain at home. There seems to be evidence that they have put movie money into war stamps. There is less leisure or opportunity to take and to enjoy out-of-town trips. As trips to the beaches are difficult, new ways for leisure have had to be devised. Some worthwhile community projects have been developed, others need to be developed to prevent gang activities. Children are learning to play with more simple toys; many are making their own toys. Some parents have helped their boys and girls to build out-of-door playground equipment to keep them off the streets. Games dealing with fighting and killing seem to interest boys and girls more now than in previous years; nearly every boy has one or more toy guns. Children are learning to dress more sensibly and more simply; due to fuel shortage they are wearing warmer clothing; clothes are being made over as a patriotic project, and it is also patriotic to wear someone else's outgrown clothes; clothes and rubbers have been exchanged through clothes clinics. Children are learning to eat foods which are healthful and plentiful; they are learning the meaning of food substitutes; they are buying more milk at school; they are still buying some candy bars, but on the whole these are not as rich—are made from molasses and peanuts; they are learning to appreciate the value of commodities formerly taken for granted, and to do without things they like because the war has curtailed the supply of certain commodities. Scrap materials have become of value to them and they have cooperated in gathering scrap for war needs. Because it has been difficult to replace mechanical and electrical devices used in the homes, these commodities have been consumed more wisely and repaired instead of being cast away. Boys and girls reflect these home-saving habits and seem to be more careful with school supplies, such as paper, pencils, crayons, etc. They are learning to be thrifty by working after school and investing their earnings in war stamps and bonds. While many elementary-school pupils are earning by taking jobs at home and in the neighborhood (caring for small children, helping with the housework, etc.), there is, of course, a large percentage of pupils in the secondary schools working after-school hours in

stores, selling papers, etc. The Office of the Statistician estimates that approximately 28 per cent of the pupils enrolled in the senior high schools and 16.8 per cent of those enrolled in the junior high schools, work after school, in the evening, or on Saturdays.

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What can the schools do to meet these problems? Juvenile crime is a plant of slow growth. The seeds are sown in early years, much earlier than most parents realize. The only solution of the problem lies in the prevention of these conditions of neglect and lack of guidance which lead to anti-social attitudes and serious offenses. The task of adjustment of these young people to normal, healthy life is one which challenges the best efforts of all the constructive influences in the community. The schools must contribute to these efforts by being aware of the problem; by furnishing an attractive environment for five hours a day, five days a week; by cooperating with the home to strengthen its influence; by working with the churches, recreational agencies, and other beneficial organizations which are making an effort to improve social conditions in the community. It must be recognized as a community problem calling for concerted action. The schools should take the initiative in the formation of committees representing various community agencies. While there is no substitute for a good home, it is possible to alleviate these wartime conditions through the establishment of day nurseries, child-care centers, well-regulated playgrounds, and after-school activities controlled by the school. The causes of truancy may be attacked by better provisions for health examinations and correction of physical defects which often lead to anti-social behavior, improvement of school records, better teaching of citizenship and respect for authority, and closer cooperation between teachers and parents.

In all of our considerations of conservation we must not neglect to conserve our greatest human resource—the next generation.

MORE ABOUT DEALING WITH TEACHERS

C. W. McNARY
Assistant Superintendent of Schools
Erie, Pennsylvania

THE principal of a school is frequently thought of as functioning in the dual role of administrator and supervisor. We get a more accurate picture, however, of the principal's functions if we regard supervision as an integral part of administration, which indeed it is. Not only is it an integral part of administration; it is a tremendously important one; and it is the part most generally neglected.

So far as we have been able to discover there isn't a single current authority on supervision who does not stress the importance of and the necessity for supervisory visits to the classroom and follow-up conferences. In addition, many writers explain in detail the purposes of such conferences and the most effective steps and methods in preparing for them and carrying them through. In view of this general agreement by those who have qualified through experience and study to speak on this subject, it is rather astonishing to discover cases of neglect of this vital part of the supervisory process on the part of theoretically well trained principals. A simple check with principals from different school systems serves only to increase one's astonishment. It is as though a relatively large percentage of physicians were to discard prescription as a part of the treatment of their patients.

To review briefly the teachings of authorities bearing on the improvement of instruction through supervision, the principal should visit the classroom 1) to inspect the condition and use of the room, 2) to check on the personal traits —the bearing, manner, and attitude—of the teacher, 3) to note pupil reactions and habits, and 4) to analyze the instruction from the viewpoint of a) adequate planning and preparation including aims and objectives, b) effective methods and techniques, and c) results. This part of the supervisory process completed, there follows the business of 1) acquainting the teacher with the principal's evaluation of the classroom situation including both the good and the bad features, 2) suggesting remedial measures for errors and weaknesses, and 3) mapping a general program designed to improve the teacher's work.

From this brief outline, which is neither new nor original, it should be evident that the conference is such an integral part of the process that supervision should never be thought of or attempted without it. That all too many principals fail to make proper and habitual use of the supervisory conference is evidenced by the reviews of tenure case appeals in several states having tenure laws. A superintendent presided over the

affairs of a sizeable school system for years with a frank disbelief in supervisory classroom visits and follow-up conferences. All supervisory efforts were carried on by means of group meetings. Neither he nor his principals thought it worthwhile to have first-hand knowledge of the classroom situations. He was a bit more frank than the relatively large percentage who accept the principle of supervisory visits and conferences but omit at least the latter in actual practice. Visitors to that superintendent's high school found ten classrooms with western exposure in each of which more than half the pupils were sitting in and all were facing a glaring afternoon sun. The teachers in those rooms seemed always to take positions before windows when explaining, or directing discussions. These violations of elementary principles of good classroom management can be duplicated in greater or less degree wherever classroom supervision is in any way neglected

The purposes of the follow-up conference suggested above are primary ones. There are others of great importance. There is, for example, the matter of maintaining healthful professional relations between the principal and the teacher; the matter of common aims and objectives in the effort to educate the children of the community; the teacher's viewpoint regarding the administration of the school, regarding the solution of the problems confronting the school, regarding a host of things bearing on the success and tenure of the principal. Many of these matters can be cared for to a certain degree in group meetings. Frequently they cannot. Surely they cannot be properly cared for by mental telepathy. Just as surely they should not be left to chance.

The follow-up conference can be used to accomplish a host of things. Its full value can be realized only if it is based on some well conceived principles and practices. It must not be used solely for adverse criticism. Teachers need encouragement; they need commendation when the situation warrants; they need to be complimented by having their advice sought; they need careful instruction regarding the duties assigned to them and regarding the limits of authority in connection with their assignments and the governing policies. Let the supervisor-teacher conference become known as a session of criticism for a poor teacher and its value is largely destroyed.

Another important factor in the success of the conference is the attitude with which the principal approaches it. This is, in fact, the usual reason for the failure of attempted conferences and for the inclination to "pass them up". Principals either are unable to divest themselves of personal feelings regarding the work of the teacher or do not realize the necessity for doing so. When the principal learns that the teacher in professional capacity is one consideration while the same teacher as an individual is quite another the conference can be approached with kindliness, interest, and sympathy for the individual but with frankness, candor, and honesty regarding the work. In failing to approach the conference with this distinction principals are confused in their thinking and thereby make it in prospect a very distasteful duty, indeed. This feeling seems to have a cumulative effect. The natural result is the entire discontinuance of the follow-up conference.

Teachers quickly sense and fully appreciate honesty of judgment and expression regarding their work. They like to feel that the leadership provided for them in their professional endeavors is well trained, and possessed of sufficient force of character and good judgment to criticize their work on a high professional level. They are unable to accord real respect to leaders who lack the courage to do just that. They may find it comfortable to work for the weaker type but not nearly so satisfactory in the long run.

Still another important factor in the success of the follow-up conference is the manner in which it is set up and the setting in which it is held. It frequently happens that principals salve their consciences regarding the necessity for discussing the classroom situation by means of a few casual remarks as the visit ends or later at a chance meeting in the corridors. Such procedure robs the principal's analysis and evaluation of everything except form and even that is bad. The conference should be held in such manner and such place as to leave no doubt in the teacher's mind as to what is going on. The principal cannot be too explicit in his invitation. "I should like to have you come to my office at 3:20 today to talk over the work in your classroom as I saw it this forenoon." With such a summons the teacher will have no doubt either before or afterwards as to the purpose of the meeting. Nor will there be any difficulty in getting to the business at hand when the teacher appears. Such a frank statement of plans has a real psychological value. It immediately mitigates any feeling the principal might have of being on the defensive. If perchance it puts the teacher on the defensive, the principal is in position to relieve that feeling quickly once the conference begins. Psychological value accrues, too, from specifying a place away from the classroom. When the meeting is set for the office it is *ipso facto* not a casual meeting. It is obviously for the discussion of serious matters whether they be criticism or commendation.

But why review here the details of successful supervision and the supervisory conference? Better writers with more time and space have repeatedly done so. Our argument is that this potent means of improving classroom instruction is not fully utilized. And what a

pity! The principal himself benefits by reason of building up for himself the respect and strengthening the loyalty of his co-workers; and by reason of development of force of character and leadership which will never come from avoiding the distasteful aspects of his duty. The teachers benefit from the just and fair criticism of their work and from their confidence in adequate leadership. Most important of all, the pupils benefit from having the guidance and direction of their development in the hands of men and women who are interested in and practicing day by day those traits of character which they are trying to instil into the lives of their pupils—fair play, square dealing, honest criticism and strict adherence to duty.

EVANSVILLE'S COMMITTEE ON ENGLISH

SALIBELLE ROYSTER
Head of English Department
Reitz High School
Evansville, Indiana

IN THE spring of 1942 The National Council of Teachers of English, alert to the needs of a rapidly changing world at war, sent out material containing suggestions for a Spring Conference and urged that meetings of that type be held in as many localities as possible. Probably because I had attended the Atlanta convention in the fall of 1941 and several others before that, I received the material for the Evansville (Indiana) district.

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The English heads of the other two high schools and I agreed that such a project could be of great benefit to English teaching and to the adjustment of the curriculum to wartime needs. We accordingly, with the three of us as a nucleus, invited six other members to join us: a representative from Evansville College, a junior high school teacher, a teacher from our vocational school, an intermediate and a primary teacher, and the supervisor of the elementary grades, covering thereby the levels on which English is taught from kindergarten through college. Thus was the Evansville Committee on English born, and I was chosen chairman. The superintendent of schools and the director of secondary education were in accord with our plans. Our committee met several times and planned a program for the Conference which included an address by our superintendent, Mr. J. Ralph Irons, and a panel discussion by representatives from various fields in which English is of vital importance, such as medicine, industry, journalism, library, and teaching. Each panel member presented forcefully the English needs of his own particular occupation and made suggestions as to how the schools could help. Although the attendance was not large, we felt that we had a select group who were really interested in the future of English teaching.

The following year came gas rationing, and our committee did not feel justified in promoting a public gathering. Instead we prepared a booklet* offering practical suggestions to teachers for adapting instruction in English to wartime needs. Inspired by an article by Professor Lennox Gray, of Columbia University, in the January *English Journal*, we formulated a list of recommendations which we furnished to teachers of college, high school, and junior high. We included all phases of the work: speech, written composition and literature. We suggested, for example, that boys choose some branch of the services or some weapon and girls some war activity of women, investigate the subject thoroughly, and prepare a talk on it to be given before the class. We advised careful concentration on mechanical skills necessary in office work: conciseness and precision of speech and writing, correct spelling, punctuation, and sentence structure, and rapid and accurate reading.

In the literature courses we recommended the inclusion of excerpts from the important speeches of Churchill, Roosevelt, Madame Chiang Kai-shek, and other leaders of the United Nations. We encouraged panel discussions of such subjects as the Four Freedoms, the Post-war World, and Education for the Air Age. Comparisons and contrasts between this contemporary material and the classics were often illuminating. Long lists of reading material, both books and magazines, were appended to each unit.

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The Committee plans to continue to function next year, expanding the work it has already done and keeping constantly alert to the ever-changing needs of a world of total war. Soon we hope to start planning an English curriculum adapted to post-war conditions, for nothing can come nearer preventing chaos in the future than an understanding of aims and ideas through the power of language as a basis for communication.

* Copies of the booklet **Recommendations of the Committee on English for Meeting the Needs of the War** may be obtained from the Office of Public Schools, Evansville, Indiana. Price 20 cents.

BULLETINS TO SERVICEMEN

CHARLES and EUNICE JUCKETT

THE boys in uniform never get enough mail. They want news from home and they aren't particular about style or composition. They just want to know what's *really* going on in the old home town.

Last fall the Secretarial Practice students decided they wanted to keep the boys posted on school affairs—the progress of the athletic teams, changes in school routine and personnel, etc.

At that time there were about 400 names on the local Service Board Honor Roll. Most of these boys had attended our school but these students knew few of them personally. This made no difference. The Boys wanted news and the pupils were going to send them what they wanted. Evidently impressed by the Army's discovery (with publicity) that the folks at home didn't know how to write letters, these youngsters decided they'd show the old folks—and the Army!

To make sure everything would be just right they made up their minds to tackle the problem "scientifically". First they discussed the type of "letter" they were going to write and the kind of news they would include. Then they eliminated the purely school angle and decided to send a general newsheet rather than a personal letter, with every item hand-picked for authenticity, suitability and interest. In other words, printable gossip. Their criteria for the selection of items were:

A. The inclusion of lots of news involving (1) names, particularly of widely known home-town people, "characters" and boys in the Service, and (2) well-known local places, (3) annual events such as gunning season, local celebrations, football, etc.
B. The exclusion of local newspaper items as our weekly village newspaper is sent to all the Boys. Sometimes a newspaper item was used after it had been "dressed-up"—a new slant given, or an appropriate comment added.

Actual preparation of the NOTES FOR SERVICEMEN, as they came to be called, by a group of students who had had no particular technical training other than routine typing and mimeographing had its pitfalls but their finished production went over with a bang. There were so many requests for more issues the students found they couldn't stop with one—and, once every two months they sent the Boys more Notes.

When the pupils started they had a great many plans and ideas. Soon they found they were way over their heads when they only intended to wet their knees. But, by the time they had put out their fifth and final issue for the year they had a much better idea of how to organize their work. Now they think this plan works very well:

A. The selection of a General Chairman, and one pupil to take charge of each of the following operations, with the rest of the class acting as assistants:
    1. News gathering and first dummy
    2. Re-write and second dummy
    3. Checking addresses and typing envelopes
    4. Cutting stencils
    5. Mimeographing
    6. Stapling and mailing
B. Posting a time schedule and holding each sub-chairman responsible for seeing that his operation is completed on time.

Of all these operations, gathering the news and rewriting the items were the ones which really required imagination and originality. It was surprising what some of the students could do—especially with the rather usual type of information (all the Joe Smiths and Henry Greens home on leave). Rewriting news items brought to light talent the English teachers had never been able to dig out—and the pupils enjoyed doing it.

Once the news items were ready the dummy was set up. The four pages of Notes were introduced by a brief "editorial" written by the student Chairman. The news items, typed in 40-space line, justified margin form, were assembled, two columns to a page under appropriate headings. A few typical items taken from different issues give a general idea of what the Notes are like.

Changes of the Times

No more afternoon papers down Montauk way. Evening papers in E. H. are a nickel apiece.

Remember the time when East Hampton was so proud of its outskirts. Now with gas rationing, the people living out there are wondering and buying bikes when they can get them.

With the Boys & Gals in Uniform

Eddie Osborne writes "Pop" Cheney that his ship has acquired its first SPAR—a female dog.

Hoota Rampe, stationed someplace in Africa writes us he was surprised to find that, after studying about some of those

places in school, he is actually visiting them and wishes he'd studied his French lessons a little more.

Local camera fans are having to do without colored film these days. It seems Lt. Jimmy wrote Papa Cal Reutershan and asked him to send some colored film. Papa Carl cleaned out all the film stores east of Riverhead. Did your African pictures turn out, Jimmy?

Army Nurse Blanche Collins was thrilled to meet another Long Islander in Australia. Here's hoping you meet an East Hamptoner soon, Blanche—unprofessionally of course!

Lt. Don Meagher is teaching at Maxwell Field. Claims to fame: (1) he graduated with Clark Gable, (2) he isn't enthusiastic about southern gals.

The Home Front

Doc Edwards continues to expect a lot of additions to the local population and spend a good few nights with his clothes on. Ditto Doc Nugent.

With all the rationing (meat, shoes, canned goods, sugar, coffee, tires, gas and oil) the local Board expanded and now occupies two connecting double stores in the former Barns Block. Mr. Kennedy is still the guy to see when you really want something.

Strictly Local

Fishermen are coming in with their catch a half hour before sundown this year—government orders. It's been reported that flounder fishing has been very good, weak fish are starting to run in Sag Harbor and pollock off the Point.

Gramps Wallstein sported his daily dahlia boutoniere again this fall. He's moved his hangout from the front of the Band to Perc Schenck's store though.

News Around School

Mrs. Rieser was ill for a few weeks in March and unable to attend to the various sore throats, measles and colds which plague the students at this time of year.

The "Babe" Fontana's kiddy must have been reading too many Superman comic books. He recently tried to increase his growth by eating some stuff—the trade name of which is VIGORO.

Students have to sit up later to listen to Information Please. It's heard now on Mon. nights at 10:30.

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The pupils were pretty pleased when their first fan mail arrived. The Boys liked their Notes, and said so.

"There's nothing like news from home."

"It's swell to hear the real dope on some of the things that are really going on around town."

"Looking forward to next issue."

Later issues brought forth the following:

"Have just finished reading the second edition of your dope sheet so decided I'd thank you before I had a chance to put it off as I did last time. By the way, your first edition reached me on Christmas Eve."

"Rec'd your Notes and they are appreciated here—thanking you so much . . . I will try to tell you as much as I can about Africa . . . There is also Arab peoples who live a peculiar life. The mens wear a robe with a bandeau on their head. The womens wear a white robe with wooden slippers . . ."

"You have no idea how much I appreciate receiving those interesting Notes on town doings. You did a swell job of editing, and take it from one who knows. I did the same on the boat coming to Australia."

"Rec'd the April 19 copy of the Notes. I had just begun to read them over when mess call sounded. I chose to finish reading the Notes."

Fan mail is an old story now. Just the same, each letter received is answered personally by a member of the class. At first these responses were dictated to give the students practice in working on a letter which was actually to be mailed. But, toward the end of the year, the students composed their own letters. Needless to say, they are very proud of their fan mail collection which is carefully filed and shown to anyone interested at every opportunity.

So far no mention has been made of the size of the class which undertook to send the news to over 400 boys in the Service. The class consisted of eight pupils—at first! Then, in January, one of the boys joined the Navy. The class also lost its original teacher to the Army in March.

Meanwhile the list of names on the Service Board grew and in June 650 copies of the Notes were mailed. Still, in spite of loss of personnel and the downright hard work involved (putting out the Notes was just one of these pupils' voluntary extra-curricular activities) they "sold" the idea to next year's class and spent out-of-school time instructing these Juniors in the art of putting out more Notes for Servicemen.

Matthew Vassar, an Englishman who had had little schooling but who had educated himself, was a prosperous brewer of Poughkeepsie He had a "crazy idea" that women should have educational opportunities somewhat similar to those which the men enjoyed at Yale and Harvard. In keeping with his conviction in 1865 he launched Vassar College, the world's first endowed college for women, with a magnificent gift of $788,000 and 200 acres of land.—Harry C. McKown in *Fools and Foolishness.*

BELIEVE IT—OR NOT

JAMES NEWELL EMERY

I HAVE just had half an hour's interview with Mrs. Blair—over Doris's misdemeanors. Mrs. Blair is a doll-like blonde, whose coiffure is a little too perfect for one o'clock in the afternoon, who has a little too much color in her cheeks even for the patent excitement which brings her to the office, and whose mouth is a scarlet smear—with a few flecks off in places.

Doris is a youngster just turned six—a somewhat miniature edition of her mother. And it is about Doris's difficulties with her teacher, Miss McAndrew, that Mrs. Blair has stormed my office.

She is very much excited. Miss McAndrew threw *Doris* out of the room, struck her, told her to take her things and go home and never come back to school.

Mrs. Blair grows more and more voluble in a rising crescendo. She is *sure* of that! She can prove it! Four children in Doris's room all came up to her flat this noon and told her the way Doris had been treated. She wouldn't mind a little slap, now and then—but to have her picked up bodily and thrown out into the cloakroom—to have her struck in the face—.

Now I have known Miss McAndrew for something like a dozen or fifteen years. She is an average, moderately capable, conscientious teacher, with a strong regard for her work and her room discipline. During that period I have known her to make a moderate use of the ruler twice, both times on overgrown and unruly boys. As far as using physical violence on a six-year-old girl, the idea is on the face of it rather nonsensical.

When I can get a word in through Mrs. Blair's barrage, I gently suggest so—that there is a strong possibility that she might be mistaken in her information—and that Doris might have, as so many youngsters of that age do, colored the story to attract attention or even made it up out of whole cloth.

No—Doris hadn't told her a word about it. But she *had* questioned four other children in her room that noon—they had all told her about it—.

This begins to look like one of two things—either farcical or serious. If the latter it needs looking into. If Doris hadn't told her anything about it why did she call on those four other children—and wouldn't it be possible that the whole thing developed out of nothing on the way home—just as some of those first-graders imagine lions behind every hedge or a cops-and-robbers drama when an automobile backfires in the next street?

Mrs. Blair has something of an evasive answer. So finally I decide to call Miss McAndrew into the office and see what she has to say. Miss McAndrew laughs. Doris was fidgeting all the morning—talking out loud in the middle of the number work to the girl standing next her—sticking out her tongue at the redheaded boy across the aisle—and so on. Finally, after repeated warnings, she had taken Doris by the arm, led her out into the dressing-room, and told her to stay there till she could behave herself.

Mrs. Blair is not visibly impressed. She is not willing to believe Miss McAndrew—Doris has always told her the truth—and she can prove it by four witnesses—children who saw it all.

By this time Miss McAndrew is getting excited herself at this direct challenge to her veracity. I suggest that we call those four children in and get their story—although this altogether trivial matter is getting somewhat beyond the bounds of its original importance.

Oh, no, Mrs. Blair doesn't want to do that. The children are afraid—they are scared to death of going to the office—and she has always told Doris that if she wasn't a good girl the principal would take her into his private office and take out a big leather strap that he keeps for bad boys and girls—

Somewhat irritated myself by this time, I cannot help interposing an objection to Mrs. Blair's psychology—that of making the school principal or the policeman a bogey-man. Finally the group of four sifts down—she didn't know just who the children were, except one—to Ellen, a neighbor's little girl.

Well, we send for Ellen. We ask her if she saw Miss McAndrew punish Doris—if she threw her out of the room. In open-eyed astonishment, Ellen shakes her head. No—Miss McAndrew scolded her—sent her out into the dressing-room. Did she tell that story to Mrs. Blair? No, Mrs. Blair called her in that noon, and quizzed her about what Doris was doing in the room—.

Mrs. Blair falls back after that on the alibi that Doris is a nervous child. She needs special consideration. She has taken her to two different doctors. Well—er—they said there was nothing the matter with her—but—possibly I could recommend a good child specialist—only she hates to spend the money.

I can—and do. Only I agree with her that it might be just as well before she pays that specialist's fees, if she pays a little less attention to Doris's whims, and discounts her imaginative stories a little. First-grade teachers as a

class are not brutal—not unless there is something radically wrong with them at the outset. The sub-primary and first-grade teacher who strikes, shakes or cuffs small children doesn't usually last very long in that position—we principals have ways of finding out those things, and taking steps to end them, long before there is reason for an indignant parent to storm the office.

Mrs. Blair has had but one youngster. When she acquires a little more maturity, she will learn for herself that the child of Doris's age lives in a haze of imagination, in which real and imaginary heroes and villains and incidents are mixed up in a delightful hodge-podge. That it is part of the child's normal development, along with folklore and games and a gradually increasing knowledge of the world about her. It might do Mrs. Blair some good to take some of the money that she would spend on Dr. Porter's consultation fees and get for herself a few good books and pamphlets on child guidance and subscribe to a parents' magazine or two—and read them.

Possibly that half-hour's conference was worth while, after all.

THE "HOW" OF CURRENT HISTORY

CHARLES WILLIAM HEATHCOTE
Head, Department Social Studies
State Teachers College
West Chester, Pennsylvania

ONE of the problems confronting the teacher of history is to have the children realize the continuity of the subject. Many children only see the printed pages of a basic textbook and do not understand, or understand only in a very meager way, the broader perspective of events.

The newspapers, magazines and periodicals which are printed and circulated in such bewildering numbers confuse the average individual unless he has a mind carefully trained to pick out the valuable news items with discrimination and is able to separate the chaff from the wheat. There must be an appreciable sense of local, national and world responsibility. Citizenship in one's own country is negligible unless there is a definite knowledge of conditions in other countries.

There is need to help the children from the early grades in the elementary schools on through the junior and senior high schools to grasp the continuity of history. They must know that civilization, progress and the history of their own country are a cumulative development, evolution, and growth. Citizenship is likewise an evolution. For the pupil to sense his own responsibility and reach a proper attitude toward international affairs, he must study current problems.

The children should be taught as early as possible in their school life to read and interpret the newspapers. If public opinion is to be the strong factor desired in the functioning of our nation, then interpretative newspaper reading must begin at a very early age. Only the training of the child mind to use the tools of information will produce a sensitive and responsive public opinion.

In grades four, five and six current history could be united with the civics classes. In these grades the curriculum calls for some detailed study of the civic virtues. In grade six the children, being older, can do more in contributing newspaper clippings for the study. There is a tendency of some teachers to turn the current history class into a reading period. The mere reading of the clippings without discussion is deadening. The pupils fail to see the objectives and miss the correlation with history and civics.

In the junior and senior high schools the courses in history, community, vocational and economic civics, and problems of democracy open the way for fine results. In the junior high school the teacher should help the pupils to visualize and realize the continuity of history. These young Americans in the adolescent period need to understand something of their personal responsibility for the citizenship which they enjoy. The situations in their towns, cities, state, nation and the world require them to know and appreciate the present as the result of the contributions of the past. It is quite important in the junior and senior high schools that definite periods be set aside for the discussion of current problems. Through the teacher's guidance and direction it is evident that the pupils will realize the continuity of history, and the class in current history will not degenerate into a mere talking group, but will be a discussion group. The contrast is self-evident. The pupils will soon see that the current history discussions have a place in the curriculum and if this psychology is motivated aright, they will realize that citizenship is one's life in all that it involves, and

right relations with all people must be maintained. The high school teacher who has his courses well organized will prove to be a helpful, stimulating teacher and leader in his subject matter and also in current history. He will have his pupils ever on the lookout for suitable material as they find it in the newspapers and magazines. Of course, in the period set aside primarily for the discussion of current history, general or specific problems may be considered.

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In teaching current history the methods used should be varied as in teaching other subjects. The subject matter of current history will help determine the method to be used. This will require careful planning and consideration on the part of the teacher. The work should be organized so that there will be maximum pupil participation.

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One of the most effective methods is through committee organization. Some topics may require several committees to gather material to complete the discussion. Other members of the group may be given a series of questions to be looked up, questions requiring brief answers, which can be discussed in the open forum of the class. The class should be resolved into an open forum after the main committees have reported for the period. These committees should be encouraged to stimulate debate in the open forum period. Another important device is the laboratory method. For example, a particular current problem may be illumined by the pictures, cartoons, editorials, articles or news items the pupils collect. These materials may be pasted in individual note books, but in a sequential way. The pupils should arrange the material during the class period and do all the work possible during this period. This laboratory method may be applied to extensive or intensive studies.

LO, THE LITTLE FRESHMEN!

SISTER AGNITA, O.S.U.
St. Martin's School
Vine Grove, Kentucky

HOW helplessly addled and hopelessly muddled a fresh little group of high-school freshmen must feel during the month of September was forcefully brought home to a group of teachers in a large college during the course of a recent summer session.

The course which this particular group was pursuing was library science, and the special branch thereof was cataloging and classification. The students were Sisters, Brothers, and lay folk, all of whom had degrees, A.B., M.A., Ph.D., or their equivalents. All were intent upon making an addition to their knowledge of library administration, a requirement in many high schools.

The course was well-planned, the instructor was excellent, and nothing was done with unreasonable precipitation, but, to the ears of the uninitiated, library terms, which come trippingly on the tongue of the instructor, present a major problem,—collation, imprint, analytics, secondary entries, subject entries, first and second indentions, author fulness, tracing,—why it was enough to make a comprehensive examination take a back seat.

And then there came a day when everybody was handed a "D.C." (Decimal Classification) and a long list of subjects to classify. The first one I can now recall was "The making of artificial flowers." The long typewritten list and the D.C.—that was all,—and puzzle it out for yourself. Never having handled a D.C. before, where in the world in that book could I find something that I could hook up with "The making of artificial flowers"?

Another day, the instructor, thinking we had surely *arrived* by this time, called out a list of subjects,—"Coinage in Australia," "Diamond Mines in South Africa," "Mountain-Climbing in the Alps." Who could give the classification numbers? Not many, and not very quickly either. The whole company of learned *dons* and *donnesses* were properly puzzled, and this after all the years of breathing the wisdom-laden atmosphere of universities!

"Everything in the world has a moral, if we only trouble to look for it," said the ugly Duchess to perplexed little Alice, as she made her wonderful adventure; therefore, the moral of this is—how very patient and forbearing teachers should be with the little freshmen who will throng our schools this coming September. Everything is so new to them; everything is a fresh puzzle, and even $x+y=2$, appears to them, if they have had no previous experience with the simple forms of algebra, as a most complicated scientific formula.

And so at least one excellent result of summer schools has been discovered,—they should make better and much more patient teachers.

I have no fear for our youth. They have been taught in the million classrooms of our public schools how to think, and not what to think. They have gained a splendid balance between idealism and realism. They are motivated by high moral codes, honesty of purpose, and a deep sense of spiritual values. The young men and women who have completed our secondary schools have the resourcefulness that will help them to face and cope with whatever emergency they have to face.

—A. C. Flora.

VICTORY CORPS—GOOD OR BAD?

W. C. McGINNIS
Superintendent of Schools
Perth Amboy, New Jersey

"THE High School Victory Corps is an opportunity for youth to secure both a sound and a broad high school education."

"The High School Victory Corps is planned to make a junior warrior out of the high school boy; its program is a program not of preparation, but of regimentation."

These two statements represent the two extreme points of view of school people toward the High School Victory Corps.

In so far as the plans of the National Policy Committee on the organization and administration of the High School Victory Corps are accepted as advisory by school authorities they can be adopted in part and adapted to the needs of the students. There is some danger that the idea of training may supplant the ideal of education if the Victory Corps program is carried to an extreme. The High School Victory Corps Program pamphlet on the organization and administration of the Victory Corps has chilled some people to the bone. They regard the Victory Corps as an attempt at regimentation of secondary education in the United States. They fear a totalitarian Axis-like educational program. There is no danger of that in any high school in which the local school administration gives careful consideration to the welfare of the students even if the High School Victory Corps is adopted.

One of the things recommended in the High School Victory Corps Program is military drill. I don't think military drill has any legitimate place in the high school. It is doubtful if military drill taught to high school boys would be worth the time which would have to be devoted to it. Even if military drill in the high school does have some value there still remains the question of relative values. There are many things of greater value to high school students and to the war effort than military drill in high school.

In a recent article in the *Readers' Digest* there is the following statement concerning the students in the High School Victory Corps:

> "They are to be given a sort of pre-flight training. They will be made physically fit, will wear a uniform, and will be taught 'the habit of immediate and unquestioned obedience to proper authority' (whatever that is)."

That statement represents fear of the extreme application of the Victory Corps. There is no question but that to win the war is the immediate need and aim of the nation. The schools should assist in the war effort. The schools are assisting in many ways, in the collection of scrap, in the purchase of savings stamps and bonds, in the making of model airplanes for the armed forces, and in many other ways. To find time in the school day to teach the things that should be taught is a problem of major proportions.

It is a fact that the Victory Corps program can be so administered in a high school as to make junior soldiers or junior navy men out of the high school boys. In a few schools that has been the interpretation of the purpose of the Victory Corps. The segregation of the boys and girls in all subjects, the adoption of strict military discipline, silence in passing from classrooms, are examples of the regimentation that can take place under the Victory Corps program. And this regimented program is not cited merely to show what can happen; it has happened. This type of program scraps even the minimum of representative democracy in a school. It is a totalitarian program with too much of the Axis pattern. One of the "advantages" listed on page 7 of the High School Victory Corps pamphlet is "the habit of immediate and unquestioned obedience to proper authority".

One of the failures of public education has been the failure to inculcate in the boys and girls a respect for properly constituted authority, recognition of and respect for the rights of others and practice of the principle that every right has its corresponding obligation and duty. For the past two decades many writers in education and many teachers in our teacher training institutions have stressed rights of the individual and of groups. They have said and written very little about obligations and duties.

"The habit of immediate and unquestioned obedience" is of doubtful value, to say the least, as an objective of high school teaching in the United States.

The war program makes school people as well as other patriotic Americans realize that it is necessary that we adopt some things that we don't like and which in normal times are not parts of our democratic living. These things, such as control of manpower, rationing, travel restrictions, etc. are necessary to win the war. We will win the war and we will win back our American way of life. No one knows better than school people the importance of honest labor of any type. Those of us who were

closely associated with the problem of the unemployment of young high school graduates, both boys and girls, during the years of the depression and are familiar with the plight of those educated and trained only for white collar jobs know the worth and importance of mechanics and the work of mechanics. We know the great part mechanics, machinists, and welders are taking in the war plants of the nation. These things do not, however, cause us to lose sight of the fact that education's job is not only to prepare students to work with their hands. The men who were the founders of this nation were men educated in the liberal arts and in the learned professions. Most of the signers of the Declaration of Independence were college men. The after the war problems will require men of more education and more training than ever before. The engineer, the doctor, the economist, and the statesman as well as the mechanic will contribute to a better America. And the schools will be the agencies of education and training for all of them.

LOS ANGELES SCHOOLS ALERTED

BEN and DOROTHY MINTON

WITH bombs bursting in air, and tracer-bullets slitting the black sky with cuts of fire, little more than a year ago in Los Angeles many mothers sat down in the awfulness of the black-out to wonder just what they would do with Johnny and Mary, come the dawn. At that time no one knew whether southern California had been attacked or not. Fortunately, it turned out that the occasion was caused by a small threat rather than a large one. But mothers and fathers were just as anxious, just as upset as if the "blitz" were on in a grand fashion.

Many families left the area without ceremony, but the larger portion of the people had to stay on for varying reasons. To these people spoke the dynamic superintendent of city schools, Vierling Kersey. The children would be taken care of. How? Well, he had plans.

It is about these plans that this article is written in the hope that they might lend encouragement and inspiration to other school systems in this country.

The routine Red Cross and first aid measures were taken immediately, within a matter of hours. Nurses and doctors were available to every school. Cots, sheets, bedding, medicines, medical equipment . . . all these were in store in copious quantities. Trained paid and volunteer workers were at their stations. Shelters of various sorts were constructed or improvised from existing materials. Assurance was given that any child in the city schools of Los Angeles, an area covering 1200 square miles, could be cared for in the best possible manner for a period of four days, by which time help from the outside would probably arrive.

The thought that comes to mind first is of food. Any teacher who has worked about the average school cafeteria knows certain facts: that young children eat like horses, that older children eat like two horses, that cafeterias usually do not have large stores of foodstuffs on hand. In case of air-raids regular store deliveries would be suspended, or there simply would not be any food to be had.

Forseeing all these and many more possibilities, Dr. Kersey met the problem by accelerating a program he had already in operation on a limited scale. Now with the war in its second year, and, indeed, for some time before this even, the schools are largely self-sustaining in so far as food is concerned. The amazing aspect of this plan is that such a scheme could be worked successfully within the city-limits of one of the largest cities in the world.

All the school cafeterias in Los Angeles benefit from the production, processing, and preserving plan which has been established. Each school has its own production program. Also each school processes products raised under the supervision of that school. In the cases where special equipment is necessary, however, ten to fifteen centers have been designated for use.

On a city-wide basis, 60% of the vegetables, 50% of the poultry products, and 25 to 30% of the meat requirements of school cafeterias are met.

Before point rationing went into effect 100,000 children ate daily in the Los Angeles school cafeterias. Since this time the increase has been considerable but a census has not been taken yet. As mothers go into defense jobs, more and more children depend upon the school for their mid-day meal.

The production and processing program has been in operation on a limited scale for the past several years. Last year, over 77,000 students conducted school supervised gardens and animal husbandry projects, bringing a total income of $222,850. Most of these products were consumed in school cafeterias. The program is intensified this year, interest is greater, and production is increased.

With a few exceptions, the entire program is carried on with student labor. In the vegetable and animal husbandry projects, the students receive a percentage of the returns on the sale of the products. Students, however, are not paid by the hour but enter in-

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to the program as a mutual student-school benefit project.

In the minds of many teachers may be the question: Will this plan disrupt or change class schedules? Dr. Kersey says it will not. It has become a part of the school curriculum. Agriculture, home economics, and special Victory Corps classes are organized to promote the work.

Small plots of ground are the order of the program, as large ranches are not available. However, several schools in outlying communities within the school system produce vegetables and small feeder animals on ten to fifteen acre plots. Every available piece of ground within each school site is in use or planned for immediate production. Vacant lots have been rented and some former Japanese truck gardens have been leased.

During the school year teachers supervise all agriculture and animal husbandry projects carried on by the city schools. The agriculture unit cared for gardens during the summer vacation months.

Concerning the actual percentages of the schools' needs that were cared for, the following figures are enlightening:

Beef	30%
Lamb	20%
Pork	20%
Vegetables	over 60%
Fruits	over 60%
Cereals	none
Poultry	50%
Eggs	50%
Milk	none

As a stimulus to the feeding program, a traveling demonstration production unit has been equipped with the following:

Dehydrator	Insecticides
Rabbit Hutch	Garden Tools
Chicken Brooders	Garden Equipment
Chicken Batteries	Loud Speaker

Typical Feeder Lambs and Hogs

At the present time the following feeder animals are being raised for Los Angeles City School cafeterias:

Beeves	55	Hogs	
Sheep	350	Feeder	480
		Gilts	105
Rabbits			
Does		385	
Fryers		1,010	mo.
Chickens			
Laying Hens		5,200	
Fryers		5,000	mo.
Breeding Hens		1,500	
Baby chicks		100,000	

Around Los Angeles the name or picture or person of Vierling Kersey brings forth a spontaneous response of friendly admiration. People like him. But, after that terrible night of suspense, a year ago, many parents asked themselves if even he could keep the promise he had made to help them and their children shoulder their war-time burdens. Time has proved that he could.

WORD MEANING IN SOCIAL STUDIES

EDWARD J. RUTAN
Memorial High School
Millville, New Jersey

PERHAPS none of the subjects taught in high schools today is more criticised than the subject of history, which, considered broadly, is termed social studies. Teachers of the social studies are being asked to teach more American history; to teach "global" geography; to emphasize the "social aspects" of economics, and so on.

Among the criticisms, one in particular pertains to word meaning in social studies. Some of the words appearing in social studies textbooks have been branded as dangerous; others have been called meaningless; particularly those to which the suffix, "ism", has been affixed, these being referred to as "blah" words.

If it is true that the symbols of language employed in the subjects of social studies have brought about a poor understanding of those subjects on the part of our high school pupils, it would seem advisable for teachers of social studies and of English to attack the problem of word meaning in a way that will shed more light on the comprehension of social studies.

The method suggested in this article is offered as one way of solving the problem of word meaning in social studies. Merely by conferring periodically the English and social studies teachers can do much, if the social studies teacher will present the English teacher with a list of words and an explanation of the sense or meaning each word should have when used in the social studies classroom. The English teacher will then endeavor to aid the pupils in mastering those words.

Suppose that the social studies teacher hands in the following terms: history, capital, guild, reaction, culture, mercantile, mandate, frontier, economy, conscription, democracy, censor, socialism, sociology, etc. After requiring that every pupil use a notebook for the purpose of recording Word Meanings, the English teacher may write on the board the following:

Point out all of the possible differences in meaning between these words: history geography.

When the pupils have recited to the satisfaction of the teacher, it can be pointed out to them that they have just proved that words have many meanings, according to the way they are used with other words. One way of discovering this is to use the same word in as many different meanings as possible. To do this it is necessary to use it in sentences. Now see how many different shades of meaning you can get by writing the word "capital" in sentences.

Thus, the following can be worked out on the blackboard:

CAPITAL

1. "America" should begin with a *capital.* (large initial letter)
2. The young man committed a *capital* offense. (major—serious)
3. It is the *capital* city of that country. (leading—most important)
4. They say the food here is *capital.* (good, first rate, tasty)
5. He learned to make *capital* of all his opportunities. (good use.

S. S.

6. The speaker said, "I believe in *capital* and labor." (wealth accumulated; the store or amount of property, stock, money, etc.—economic goods, used to promote the production of other goods)

The teacher can then point out that the sense in which "capital" should be taken in their social studies classroom is marked with "S. S." Also she can point out that the "social studies sense" of the word is large or general as contrasted with the other senses, since the term must be very inclusive because it is a symbol standing for all of the actions, things and processes in civilization it implies. Just as our flag is a symbol of our country and all that it stands for, so this word does duty in a similar manner for what it refers to. Since change is always occurring, it is wise if we bear this in mind with social studies terms; thus "capital" in ancient times would have meant different things from those of today, although the general idea might be nearly the same. Often we can get a clearer idea by saying: "If such and such is so, or if these conditions exist, then this word right here means—." It is an "as if" or "as it were" kind of defining, since, for example, a person can never observe directly all of the conditions or things the word implies. But never make the mistake of saying a word has no meaning. Search for its meaning, right there in that certain sentence, paragraph, book or situation. Remember that understanding must take place before you can agree or disagree with what the words are saying.

When the pupils have employed this technique and entered their explorations of the key words of several social studies units or lessons, if the English and social studies teachers feel they are ready,

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they may go on to more advanced exercises as follows:

If you can, point out the differences between these expressions:

1. a king
   a president
   a dictator
2. The Magna Charta
   the Monroe Doctrine
   the Atlantic Charter
3. A policy of imperialism
   a policy of laissez-faire
   a policy of neutrality

Tell what it is that makes the differences between the same words in these pairs of sentences, if their meanings are different:

1. Lincoln was a real democrat.
2. My father is a real Democrat.

1. A considerable measure of economy is needed.
2. He believes in an economy of abundance.

1. There goes Red Jones!
2. That man is a Red!

1. It is only Axis propaganda.
2. Propaganda is needed for morale.

1. He called it a good party plank.
2. He asked for a long sturdy plank.

Tell the difference between saying No. 1 and 2:

1. The frontier stretched to the Mississippi.
2. The boundary was marked by the Mississippi.

1. I want freedom of the press.
2. I want freedom from the press.

1. He is a dirty communist!
2. He is a rotten fascist!

1. Our century is the age of science.
2. Our century is a period of aviation.

1. Production for profit causes many social ills.
2. The profit motive is dangerous to any society.

Make up the story or idea behind each of these words, phrases, or sentences by telling what they suggest to you:

1. democracy (Can you think of all of the things it has meant, does and can mean?)
2. a lying saboteur (How emotional is this language? Proof?)
3. collective bargaining (Just where does and where doesn't this expression apply?)
4. We are living in the new dark ages. (Is a metaphor intended? Does it refer to more than one historical period? What motive lies behind this statement?)
5. Let us join together to combat the forces of reaction. (How many different ways can you see this taking place at the present time? In the past? In the future?)

Encourage the pupils to invent new meanings for words, thus they will understand how language grows. Also encourage them to bring in all references, periodicals and books which throw light on word meaning. And on a few occasions they might bring their social studies textbooks to English class for a reading lesson.

Surely the social studies teachers should visit the English classroom when they have a chance, to see their program in action and make helpful criticism, thus making the study of word meanings in social studies as productive as possible.

"HEY, WE GOTTA SUB!"

EMMA M. STILES

A CALL to substitute is a clear call to service in a profession whose keynote is "Service." How she answers that call determines the value of any substitute to her profession, to the pupils with whom she comes into contact, to the community, and to herself. The work is fascinating and the challenge a vital one.

The position of a married substitute teacher is unique. In a manner of speaking she is neither hay nor grass. Although she has left the work of teaching as a means of earning a livelihood and engaged in the profession of homemaker, she never quite feels herself actually outside the profession. Loving Rome no less, but Caesar more, she is drawn even closer to the spirit that is the aim and purpose of the profession. Especially is this true if she is a mother. Experiences in another field of endeavour have broadened and enlarged her concepts. The elemental forces of life itself have moulded and deepened her philosophy. By these tokens she is able to offer a richer background of sympathetic understanding, and to bring to her service a keener interest in life issues. All this she senses, but the burden of proof lies upon her. Hers is the challenge and the responsibility.

There is an unspoken resentment towards a substitute on the part of the active members of a teaching staff, and sometimes this is justified. More often there is nothing personal whatever behind the feeling, merely an unwilling resignation to circumstances which force the need of an interrupted routine. Interruptions are hard to bridge, and at best a substitute for any purpose is a necessary evil. Any gentleman obliged to use a cud of gum as an expedient to stop a leaky tire valve realizes this. The rating of that gum is sub-zero until it has stood the test safely over the lonely, mountain miles to a service station and a new valve stem. An anxious mother compelled to accept the verdict of an emergency appendix operation from a substitute for the trusted family physician does so with a bit of questioning reluctance regardless of how fine may be the diagnostician's standing in his profession. If a substitute teacher accepts that feeling of reservation complacently, and as a matter of course, a large part of the battle is won. She becomes more a friend and less just any harbor in which to outride the gale. It is fun to make friends, for friendship adds to the pleasure of living.

Children are not bothered at all by a break in routine. "No School" signals to them are occasions for celebration. The appearance of a substitute falls into very much the same category. They love a contest and are quick to issue a challenge but they accept one just as readily. Usually they play fairly according to the rules of the game being played. Whose game they play and by whose rules depends upon the substitute herself. Discipline need be no problem. An excellent general out-thinks the good generals arrayed against him and puts his campaign into execution first. Therein lies his secret of success. A batter with two strikes called against him is in an unenviable position.

"Teacher for the day" is under fire from the very instant that the whisper, "Hey, we gotta sub," goes out. If the class comes to her, the situation is less tense. She is already entrenched. It is a bit more difficult to answer a call that comes in at the last moment, for if the class is assembled and waiting, the advantage momentarily is theirs. In neither case, however, should she feel otherwise than completely mistress of herself and of the situation. A quiet, steady confidence, a poise that never hurries an occasion, an assurance that because she has something worthwhile to give —all these set the stage for a happy day or a longer period of pleasure. Most helpful, too, can be a deep smile that offers and expects a friendly respect and understanding. To have the children at the close of a session say sincerely that they hope their own teacher will be able to return, but that if she can't be with them, they do want the substitute to come back is ample reward for all effort made. On their own initiative children are frankly unhampered by too many social amenities, so their smiling, friendly, "Goodnight," is often the answer to a challenge given and met by both teacher and pupils.

Teachers take no Florence Nightingale pledge, nor do they

repeat the oath of Hippocrates. Nevertheless, the ethics of their profession are every whit as exacting and as binding. The idealism within them makes this so. The defense of that idealism and the practice of that code of ethics rests as responsibly on the one who carries on for an absent teacher as it does upon the teacher. Moreover, an added obligation exists. Only rarely is the cause of absence other than personal illness or the misfortune or death of a family member. Any act of omission or commission to add further to the burden of worry or grief is poor sportsmanship, a blow delivered below the belt. Such an act is a sad betrayal of the substitute's own self, and it marks her as unworthy a place on any teaching list.

Most members of the profession are truly teachers in every sense of the word. They take their work seriously, and they give to it everything within their power to give. No one is able to judge this more surely than a substitute teacher. All things lie revealed to her by countless little tokens. Even before the coming of the class, the empty room itself bespeaks the personality of its mistress. Just as decidedly does the class as a whole. The impress is there whatever the intelligence quotient of the group, or whether they come from the homes of the Colonels' Ladies or the tenements on the other side of the railroad tracks. It is a certain subtle something, hard to define, but easy and interesting to note.

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Every woman knows that there are dresses and DRESSES. Some wear unmistakably the stamp of the machine age in production. Others are creations of charm and allure worthy of bearing the proud name of Worth. The finest symphony orchestra has its first chair men and those of lesser ability and talents. In any line of endeavour the human element of the equation is a factor to be considered. To this rule the teaching profession is no exception. Among its members are round pegs, fitting poorly into square holes, for human beings are not all motivated by idealism. When a substitute stands by for a teacher who would have been more successful in some other line of work, her obligation to loyalty is doubly taxed. No word of adverse criticism must ever pass her lips to any fellow worker, principal or outsider. It is not a substitute's responsibility to affirm any suggestion of inefficiency. She is on the job to teach and not to pass judgment. Petty gossip should be beneath her as she answers calls from grade to grade in different parts of the city. All that goes on within any room belongs within the four walls of that room. When the tour of duty there is ended, the book is closed, clasped, and locked, with the key in the keeping of the regular teacher.

As a rule discipline solves its own problems if a substitute is adequately prepared to conduct the classroom activities. Adequate preparation presupposes a familiarity with the grade requirements and sufficient mastery of subject matter and teaching technique to enable the daily routine to proceed with as little digression as possible. To possess such a knowledge and fitness for the work is but an honest duty owed to the pupils, to those who employ her, and most of all to herself. There is infinite satisfaction to be gained from a task well done. Problem cases in discipline occasionally arise. Those indeed are a test supreme. Then is the teacher in charge on trial. The class is both judge and jury. Woe betide her peace of mind or chance of success if the verdict is rendered against her. Often a firm but easy stand tempered by patience and common sense will avert a crisis. However, if a crisis is bound to come, it has to be met squarely with no evasion of issues. The problem is hers and hers alone if it pertains to matters within the jurisdiction of the classroom. No outside aid from another teacher or principal should be sought. Appeals for help are a serious reflection upon the substitute's ability to manage wisely. They are a tacit admission of inefficiency. A good sailor sets the sails to the gales and weathers through.

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Correction and grading of all assigned written work is a matter of pride, an accepted part of a duty assumed. Not to correct the papers is to break faith with the pupils. It either denotes a waste of time in the giving of a purposeless lesson, or is an extra duty unkindly left for the returning regular to discharge. In both cases is a trace of dishonesty. Before the work of the day is considered closed, the plan book should be written ahead in case another substitute should be needed for some unforeseen reason. Loose leaf pages for plan book and register are often preferred by the regular teacher, especially to cover short periods of absence. Autograph books are fine as friendly souvenirs, but the precise uniformity in the appearance of a class register is easily marred by ninety and nine different styles of penmanship.

The law of effect applies to adults as well as to young folk. In spite of all scoldings little fingers dip surreptitiously into the jam pot. Grownups are prone to bask happily in the sunlight of praise and affection. A little yeast is an excellent agent. It leavens the dough, but too much spoils the batch. Children are creatures of impulse. Any teacher, substitute or regular, is entitled to a tribute of praise and affection sincerely offered. That is one of the rewards for service. A substitute, however, has to be particularly careful not to step out of character. First allegiance belongs to "Teacher," and so it should be directed and understood. Loyalty, first, last, and always is the watchword. Hers is a golden opportunity for

strengthening morale in any room. A note that speaks appreciation of special results achieved by the teacher's own skill is a warm welcome back.

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In a world struggling for survival the need for faith is insistent. More than a way of life is at stake. Civilization itself is being tried in the crucible. Out of all the horror and carnage of war has to come a feeling of world fellowship, a universal ideology that speaks the language of tolerance and understanding, a camaraderie that lives and lets live. The torch will be carried in the hearts of the future leaders, the youth of the world. In a very large measure the wise training of those leaders rests with the teachers of the world. It is a privilege to belong to such a profession, even as a substitute, a proud privilege and a challenge.

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools, Perth Amboy, New Jersey

Teacher Shortage

There is a shortage of teachers. No one knows how great the shortage is. This brief article is being written in late August. For several months educational magazines and the newspapers have published frequent articles and statements of educators calling attention to the "educational crisis" resulting from the shortage of teachers.

Positive and definite statements have been made that the public schools will lack 75,000 teachers; 100,000 teachers; 125,000 teachers in 1943-1944. At the 1943 meeting of the N. E. A. it was reported that the public schools would be short 100,000 teachers. That is the number almost universally accepted now as correct. But no one knows just what the teacher shortage will amount to. It probably will be less than 100,000.

An out of town applicant for a Perth Amboy teaching position a few days ago insisted that there must be vacancies here because "everyone knows that every city in New Jersey is short of teachers." Even if there were a shortage of 100,000 teachers in the United States (there isn't), that would be no reason for assuming that the number of vacancies in each state and each city school system could be determined by the per cent method.

There is and always has been a tendency to generalization and exaggeration in writing and speaking about anticipated teacher shortages. There is a shortage of teachers for 1943-1944. Enough reliable data are available to establish that as a fact. There is however no proof that the teacher shortage is great enough to create a crisis in public education.

A few weeks ago publicity was given to a statement of a prominent educator that New Jersey has three per cent of the nation's public school teachers and that since there is a shortage of 100,000 teachers New Jersey will be short 3,000 teachers for 1943-1944. That statement was rather widely accepted as correct.

A recently published article showed graphically the number of classrooms without teachers for 1943-1944. There is but little probability of a high degree of accuracy in such showing. Undoubtedly some rural schools will be without teachers. But it is unlikely that there will be any considerable number of urban school pupils without teachers. New York City has been working toward a reduction of average class size, in the elementary schools, to thirty-five pupils. Most medium and large city school systems can temporarily solve this shortage of teachers by increasing the size of the elementary school classes to thirty-five and in many cases by adding to the pupil load of high school teachers. No one knows better than the teachers that war conditions require adjustments and sacrifices for the war effort. No one has shown a greater willingness to contribute time, effort, and ability toward the war program than the teachers.

In an article in the New York Times of August 18 a well known educator is quoted as giving the teacher shortage as the reason for the increase in juvenile delinquency. No proof was given to substantiate the statement.

Teacher shortage is a serious problem but the general public will not be impressed by its seriousness if educators continue to make exaggerated statements concerning the lack of teachers.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

Education Costs But Little

What does education cost—that is a question that confronts the business man, the school executive, and the tax payer alike. Every one of us has a right to question the cost of education, the results of education, and the manner in which the schools are administered—not as a professional critic, but as a stockholder in America's greatest business—education.

Several factors determine the amount of money that residents of various communities pay for education: the degree of efficiency in school administration; extent

of the educational program; and the nature of the salary schedule. Hence, specific data have limited significance—but at the same time, they afford a basis for discussing and even comparing costs in numerous localities of the same general status.

Let's take one community as an example—a city of 100,000 located about a hundred miles from Chicago. Here the amount of money collected for educational purposes is determined by property, personal, poll, gross income, intangible and excise taxes, the first four being the most important. The average property owner, as nearly as I can reckon, is taxed about $51 for educational purposes or, on the basis of 180 school days, 28 cents per day, or less than 5 cents per hour per child. Parents who have three children pay only about one and three-fifth cents per hour for each.

This cost entitles the child to the comforts of a clean, warm, well-lighted and well-ventilated building; to the services of expert nurses, administrators and teachers of all academic subjects as well as of art, music, science, speech, and physical education; and to the use of first-class equipment including motion picture machines, maps, books, pianos, aquariums, globes, atlases, radios, phonographs, libraries and science materials. All this for 5 cents an hour—the cost of a bottle of pop; or if one has five children in school, the cost of a stick of gum per child!

The taxpayer without children may contend that he receives nothing for the 28 cents per day he pays for education. In response: he lives, we live in the most democratic, cultured, progressive, plentiful, enlightened nation on earth. And one of the major factors that has helped create and perpetuate the basic differences in ideals and achievements between America and other countries is our public school system. Twenty-eight cents per day—if one can afford it for tobacco, alcoholic drinks and luxury, he can afford it a dozen times for intellectual, physical, and moral education—for stabilizing the forward surge of American culture.

Speaking of School

RANDALL R. PENHALE
Principal, Iron River (Mich.) High School

For the good of teachers and pupils, it is necesary that administrators set down in writing what is generally known as the policy of the school. It enables all parties concerned to see plainly their relationship to each other. Once agreed upon and published, its only value lies in enforcement. Below are fifteen statements which this fall will be placed before the faculty of Iron River High School for adoption. They are printed in this column this month so that early in the year other secondary schools might discuss and possibly adapt them to their local situation. The writer would welcome comments of readers.

A Statement of Policy

1. Courtesy and respect should characterize all relationships between pupils and teachers.

2. When a matter is up for discussion between superintendent and principal, or between principal and teacher, whatever is decided must stand unless and until a new order is given, regardless of whether we agree with the decision. Ethics of the profession will bind us, further to permit no additional discussion of the decision in small groups "outside of the office."

3. In matters of student discipline, it shall be the policy always to hear both the teacher's and the pupil's sides of a difficulty before any decision is made. Where a teacher's right to give instruction to a pupil is questioned, it shall always be kept in mind that it is for this purpose a teacher is employed.

4. The discussion of sectarianism in the classroom is discouraged. Every person has the right to make his own choice of a church.

5. Good citizenship on the part of our pupils is more to be prized than ability or performance in a particular school subject.

6. Athletics are only one feature of the school's program. Football and basketball are not considered any more necessary than dramatics debate, music, etc. By the same token, athletes are to be thought of only as participants in the extra-curricular program on a par with debaters, musicians, et al.

7. Communities like to think their public school teachers are exemplary citizens, but also human beings.

8. Participation by teachers in community activities (other than strictly school affairs) is encouraged. It suggests that we as individuals are not only anxious to receive our salaries but also willing to give something in return for the privilege of employment.

9. In our relationship with pupils, it can not be expected that we can be liked and loved by all. When firmness is necessary, it should be shown. This has been emphasized greatly since the onset of the war.

10. It is vitally necessary for the good of the teaching profession that teachers be willing participants in the activities of the local teacher's organization. Not to participate is to open oneself to question as to whether one should be employed as a teacher. Professionalism is uppermost.

11. Neat, personal apearance is a requisite to good teaching.

12. A teacher's willingness to work more than the required number of hours with students and in school activities is a characteristic more to be desired than to be known as a "clock watcher".

13. A teacher is expected as other citizens to meet his financial obligations in the community and elsewhere promptly.

14. A good teacher can remain so only by much reading of educational periodicals. The minimum in this respect is to subscribe personally to one national magazine of general interest and one with particular reference to the school subject taught.

15. Other things being equal, teachers are expected to keep themselves abreast of the latest developments in their field, first with at least a bachelor's degree, a master's if possible, and attendance upon summer sessions as often as financially able. Don't let it be said of you that you are not up to date.

FROM A RANK *Outsider*

Here's to plunge into stormy seas! Wouldn't it be a worthwhile experiment to so arrange a freshman year at High School that only male teachers were in the saddle this opening period? Why, for land's sake? To instill discipline from the outset, to force the habit of proper home study and above all, to underline a definite change in schoolroom atmosphere from previous lower grade contacts. Girls will be good anyway (or so we hope) but I'll wager this plan would have a very desirable effect on the boys, taken all in all.

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After an earful of the local underground (teacher's gossip to you) the amount of crabbing amongst teachers on overtime ration work would show them up as creatures of fixed routine. When work is no longer adventure but a chore, who will lose what?

Oddities: Travel agencies in normal times consider public school teachers excellent prospects for their wares. Bookstores from long experience hold teachers as below average prospects. Are teachers more restless than inquiring?

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Now about school committees. This is certainly a grand subject to toss around. My ideal school committee is one which hears much, says little, and only raises its voice on vital, important matters of general school necessity. Meetings two or three times a school year except for emergency action, are ample to cover *necessary* functions which properly belong to a school board. A competent superintendent should bear the same relation to the discharge of his duties as does a city manager chosen to operate a municipality. This superintendent should have four freedoms of his own: freedom from petty politics, freedom from interference, freedom of expression, freedom of action.

Good Morning, Teacher

RUTH C. FREY
Ottawa, Ohio

The First Day

My first day is memorable for the helpfulness of a superintendent. Since I am the type that jumps the gun, I arrived at my post a full hour before it was time to begin. The telephone rang and I was the only person there to answer it. My superintendent, a friend of high school days just past, was on the line. The conversation went like this, he asking the questions, I answering them.

"Good morning. Are you ready for the day?"

"Yes."

"What are you going to do first?"

"Tell a story to the group that gathers here and is then moved on to its proper room."

"What story?"

"William Tell."

"Why that one?"

"Because I know it well and fourth graders ought to like it."

"When your own class comes in, what are you going to do?"

"Pass out slips of paper for them to record the necessary data."

"What if they have no pencils?"

"I have some extras."

"Then what?"

"Give them their list of books and supplies."

"Have you the lists ready?"

"No, I'll write the list on the board before school and let the pupils copy."

"What if they copy incorrectly?"

"I'll be looking over their shoulders to see that they copy correctly."

"Alright, I think you'll do. Goodbye."

All this may sound trite to you who have had training to teach, but it ended, you note, on a tone of confidence and trust from one who had shown himself a friend. I would have moved heaven and earth to make good if only for him. His training of his teachers in service is one of his fine points. I hope that you are blessed with such a supervisor or superintendent so that your first day may be just as pleasant in retrospect.

Do Conventions Bore You?

To make a profession effective the members of the organization should take part in its meetings. If these are deadly, then surely those members who recognize the lethal qualities should do something more than just stay away.

The News Digest

OF EDUCATION IN ACTION

Hopes for Control Of School Epidemics

A tenfold increase in wintertime ventilation of school rooms, or an equivalent result accomplished by ultraviolet irradiation with normal ventilation, controls the epidemic spread of air-borne contagions as shown by measles and mumps, according to a paper published in The American Journal of Medical Sciences.

Written by W. F. Wells and M. W. Wells, M.D., of the Laboratories for the Study of Airborne Infection, University of Pennsylvania, this paper presents the findings in studies conducted at the Germantown Friends School, Philadelphia, over a period of six years, and in Swarthmore, Pa., over a period of three years.

One of the most significant features of the measles study in Germantown was the fact that whereas at the beginning of the epidemic in the irradiated classrooms 62 per cent of the pupils were susceptible as compared to only 32 per cent in the unirradiated rooms, at the end of the epidemic there were still 50 per cent susceptibles in the irradiated rooms as against 12 per cent in the unirradiated rooms. It was also pointed out that in the irradiated rooms most of the cases reported were contracted outside through other contacts. The same general observation held true in the study of mumps.

Germicidal ultraviolet lamps developed by the Hanovia Chemical and Manufacturing Company, Newark, N. J., for installation in classrooms, hospitals and other confined spaces were used in the investigation.

Harvard to Maintain Liberal Arts Program

CAMBRIDGE, MASS.—Although Harvard University is doing its part in the war training effort, facilities for a liberal arts education are being maintained. A rich choice in all fields of the curriculum emphasizes Harvard's determination to maintain continuity of instruction outside war courses.

Approximately 1000 students are expected to be enrolled in the college and graduate schools as against a normal roster of 4500.

However, every department in the university is represented in offerings of liberal arts courses.

Prizes Offered for Essays on Reading

CHICAGO.—*The Elementary English Review*, an official organ of the National Council of Teachers of English, announces a contest for elementary teachers and supervisors in the writing of brief reports on experiences in the reaching of reading. First prize will be fifteen dollars; second prize, ten dollars; third prize, five dollars. The contest closes October 21, 1943. Rules may be had by writing to John J. DeBoer, Editor, The Elementary English Review, 211 W. 68th St., Chicago.

Theme Announced For Education Week

WASHINGTON. — "*Education for Victory*" is the general theme for the twenty-third annual observance of American Education Week, November 7-13, 1943. Today, when we are engaged in a global struggle for freedom, we come to realize as never before the power of ideas in shaping the actions of men, and the consequent importance of the schools in the nation's victory program.

Schools can obtain a list of available materials for the week's observances by writing to Lyle W. Ashby, at N.E.A. Headquarters, 1201 Sixteenth St. N.W., Washington 6, D. C.

Correspondence School Lets Yank Study While He Fights

MADISON, WIS.—A soldier studies algebra while bouncing along an African bush trail in a jeep; another finds 30 hours a week in the midst of field maneuvers to study radio operation and telegraphy.

Such pictures are not fancy; they are part of the record of the United States Armed Forces Institute. Scores of statements like these are on file at the Institute's headquarters.

They express the appreciation of some 40,000 soldiers, sailors, Marines, Coast Guards, Wacs, Waves, and Spars now enrolled in the courses offered by the Institute in co-operation with 82 universities and colleges.

Mail sacks bring an average of 1,500 applications a week, in addition to about 6,000 lesson reports and letters each day.

Thumbing through the stack, Lieut. Col. William R. Young, Institute commandant, comes upon a sailor's apologetic note from Somewhere in the Pacific; he was unable to get ashore to buy drawing paper and had to use the back of an old map to prepare his lesson in trigonometry.

"Many of them work under handicaps," Colonel Young comments. "But they're game. They stick with it."

The Institute was founded April 1, 1942, by the War Department to serve Army personnel below the rank of commissioned officers. It was expanded later to include the other branches of the armed services. More than 700 courses are offered, some directly by the Institute, but most of them through affiliated schools.

Jottings from the N.E.A.'s Indianapolis Meeting

Problems and Recommendations

1. *How can the schools help to win the war?*
   Sustain morale, teach citizenship, collect scrap, sell bonds, offer pre-induction training, prepare war workers, and adapt programs in other ways.
2. *How can the schools help to build a lasting peace?*
   Educate all youth in the ideals of democracy, establish an international agency for education, teach the aims of the war and the peace.
3. *How can we retain competent teachers in the profession?*
   Secure tenure and retirement legislation, pay adequate salaries, secure Federal Aid, defend academic freedom, conduct research in school finance.
4. *How can we prevent juvenile delinquency and exploitation of of child labor?*
   Keep every child in a first-class school until 18 years of age.
5. *How can we increase the strength of our profession?*
   Unite; increase membership and dues; build stronger local organizations; perfect the machinery for joint action.

Important Decisions

1. Endorsed the proposal of President Flora to instruct the Executive Committee:
   a. To study and propose procedures to bring about greater cooperation of local, state and national associations and to strengthen the profession.
   b. To study the advisability of increasing N.E.A. dues.
2. Unanimously endorsed a telegram to Congress urging the critical need for prompt passage of the Federal Aid Bill (S.637).
3. Voted to set up a special legislative division, properly staffed and financed, to make possible a stronger national legislative campaign.
4. Adopted the recommendation of the Ethics Committee for stronger enforcement of proper ethical procedure, particularly in the matter of teacher contracts.
5. Recommended that all teacher training institutions offer courses in racial relations and minority groups.
6. Resolved that the Association shall select for its conventions only those cities where it is possible to make provisions, without discrimination, for the housing, feeding, seating at the convention, and general welfare of all delegates and teachers regardless of race, color, or creed.

High Points from The Addresses

Governor Schricker of Indiana: "I want education to sit at the peace table—I hope your Policies Commission report on "Education and the People's Peace" will find its way to every home in America—The battleship 'Indiana' cost 60 million dollars. The entire property of Indiana University is valued at 20 millions. This war should teach us that we can afford to spend far more on the education of our youth."

Rev. M. Ashby Jones of Atlanta, Georgia: "The young men who killed Jews on Berlin's streets, who trampled Poland into dust and blood, who committed the unspeakable crimes of Lidice, marched right out of Hitler's classrooms—The only justification for your work as teachers is the democratic faith that *all* men have been endowed by their Creator with certain inalienable rights."

Dr. George D. Strayer of Teachers College, Columbia University: "Let us read the record. More than 100,000 teachers have left the profession during the past year. We may expect another 100,000 to give up their profession during the coming year. Many of them will leave because they are unable to maintain themselves and those dependent upon them on the meager salaries now paid. For the country as a whole, 40 teachers out of every 100 are receiving less than $1200 annual salary, and 8 in every 100 are receiving less than $600. The lowest wage paid in Washington for manual labor by the federal government is $1200 per year . . . The current crisis calls upon us for most heroic endeavor. We, more than any other group in our society, must be in position to demand and to secure even in the midst of the war, the right of all children and youth for an opportunity to learn."

Secretary Willard E. Givens of the National Education Association: "Teachers, as instructors of *all* the children of *all* the people in our great democracy, must build a strong national professional organization which cooperates with all friendly groups but organically affiliates with none."

John W. Studebaker, United States Commissioner of Education: "Today some 25 percent of the members of the Army are high-school graduates; compared with 4 percent in the first World War. Think what that has meant in terms of trained intelligence, resourcefulness, adaptability . . Since July, 1940 over six million persons have been given training by schools and colleges leading directly to employment in war production . . The schools and colleges are making a very considerable contribution both to the pre-induction training and to the post induction training of young men and women for the armed forces . . During the past year the schools were responsible for the sale of more than $300,000,000 worth of war bonds and stamps; they got in the scrap to the total of more than 1,500,000 tons . . Teachers have served with distinction in the greatest mass registrations in history; have willingly given millions of man-hours, many of them as overtime, to registrations for the Selective Service and for rationing . . . Most important perhaps of all contributions of the schools and colleges to the war effort, has been their contribution in continuing to build the firm intellectual and spiritual foundations of American democracy . . . As the war continues, it has become ever clearer that the resources of many of the local school units, as well as those of many of the colleges and universities, must be supplemented by those of the national government if the schools and colleges are to be permitted to continue to make their full contribution to the war effort."

Willis A. Sutton, Superintendent of Schools, Atlanta, Georgia: "Let us here and now make our declaration of total

war against ignorance. Let us make a total mobilization of our resources for the struggle. Let our aim be the open door to education for every American boy and girl. For victory in this struggle we require a strong profession, uniting all the special interests and abilities of teachers, supervisors, school administrators, and the entire staff of the schools."

President A. C. Flora was in charge of the meeting.

The new president is Mrs. Edith B. Joynes, Gatewood Elementary School, Norfolk, Va.

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Northwestern Adds Home Economics

EVANSTON, ILL.,—A program in home economics, with an endowment of more than $200,000, will be established at Northwestern University this fall, it was announced by President Franklyn B. Snyder.

The first of its kind in the 92-year history of the University, the new program will consist of courses in home and institutional management offered to fulltime students on the Evanston campus and to evening students on the Chicago campus. It will be carried on in the School of Commerce.

The endowment for home economics resulted from the transfer to the University of the total assets of the School of Domestic Arts and Science, Chicago, which ceased operations on August 31.

Julius Warren Heads Massachusetts Schools

BOSTON.—Julius E. Warren, superintendent of the Newton public schools, has been appointed by Gov. Saltonstall to succeed Walter F. Downey as state commissioner of education.

Downey submitted his resignation to resume his duties as headmaster of Boston English High School, a position from which he took a leave of absence to serve as commissioner.

The salary for the post is $9000 a year.

Warren was born in Leicester, Mass., in 1888, was graduated from Dartmouth and won his master's degree at Columbia in 1922. Since that time, he has taught school and has served as both principal and superintendent of schools in New York, Vermont, Ohio and Massachusetts.

Rural Schools Hard Hit

CHICAGO. — Rural education is being undermined by the licensing of unqualified teachers, a resolution adopted at the closing session of a two-week conference of rural education authorities declared. The conference was held at the University of Chicago in connection with its workshop on rural education.

"The licensing of unqualified persons to teach in rural schools is undermining the quality of education in these schools," the resolution stated. "One-half of the children of the nation attend rural schools. In Kentucky, for instance, during the 1942-43 school year, more than 2500 emergency teaching permits (14 per cent of the total number of teachers in the state) were issued by the State Department of Education to persons unable to meet the minimum requirements for certification. Officials of the State Department predict that 5,000 such permits (28 per cent) will be issued in the state during the school year 1943-44."

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German Re-Education Plan Issued by British Group

LONDON—It has been clear since the war began that one of the major problems facing the victorious Allies would be the re-education of the German nation along rational, democratic lines. If Germany is ever to be a well-behaved member of the community of nations her present educational system, which is one of the main pillars of Nazi strength, must obviously be abolished and a new liberal system substituted for the mental rehabilitation of her 80,000,000 inhabitants. What is not clear is how best to go about doing this once the Nazi machine crumbles and victory is won.

An unofficial report makes several concrete suggestions, including one that an Allied high commissioner should be appointed to control all German education and act as a supreme censor over all books, films and radio programs and supervise the leisure time activities of German youth for the entire period of the occupation of Germany by the Allied forces.

The report is the result of years of study and research by a joint commission of the London International Assembly, an unofficial body of representatives of the United Nations, and the Council for Education in World Citizenship which is a British association of teachers and university professors.

Like all such unofficial reports on the post-war world, its main value lies in providing matter for discussion rather than a final solution.

Radio Workshop For Chicago Teachers

CHICAGO.—Visits to radio broadcasts of Chicago network outlets and contacts with professional radio personnel have been a major activity of members of the Comprehensive Radio Workshop, which is sponsored each summer by the Radio Council of the Chicago Board of Education, directed by George Jennings. Held at the Council studios and library, the Workshop is presented in cooperation with the Chicago Teachers College.

Planned to serve as background for training of teachers in the educational use of radio, the visits have included Station WBEZ, Chicago Board of Education frequency modulation station, W9XBK, Chicago television station, as well as attendance at the *Contented Program*, *Hot Copy*, *Author's Playhouse*, and *John Freedom*.

Guest speakers from the radio industry have addressed the Workshop members at the daily sessions.

Radio's role in the war-time classroom, and at home and abroad in education after the war, will be the considerations of the seventh annual School Broadcast Conference, which Mr. Jennings announces will be held at the Morrison Hotel, Chicago, Nov. 28, 29 and 30.

Pan-American Educators Parley

PANAMA CITY.—Ministers of Education from all the American Republics are expected to meet here on September 17 for an inter-American conference on public education. The conference will stress postwar educational problems in the Western Hemisphere, and the opening session will coincide with the opening of the Inter-American University, established here.

Brazil Crusades Against Illiteracy

RIO DE JANEIRO.—The National Educational Crusade reports that during the past ten years it opened 8,000 schools throughout the country in a war on illiteracy. During the same period the organization distributed 500,000 texts, 800,000 pencils and 100,000 miscellaneous books.

$27,500 Grant to Give Brazil Library School

NEW YORK—A recent Rockefeller Foundation grant of $27,500 for a library school in Sao Paulo, Brazil, is the newest step toward establishing North American libraries throughout Latin American patterned after the new Benjamin Franklin Library in Mexico City, according to Elsa De Bondeli, librarian of the Cooper Union Museum.

Secretary Stimson On Military Drill

The following communication from the Secretary of War was addressed to Commissioner Studebaker:—

"I have your letter asking whether the War Department recommends that military drill take the place of physical education in the curriculum of schools and colleges. I assume your question to apply only to the period of the present war and not to periods of peace.

"The amount of military drill which can be given in schools and colleges can also be given after induction into the Army, in a relatively short period of time, and under the most productive circumstances. A good physical condition, however, cannot be developed in so short space of time, and the physical condition of a soldier is of prime importance to the War Department.

"The War Department does not want to appear to advise upon the makeup of a curriculum, nor to go beyond outlining some of the elements which the Army believes would be advantageous in its recruits. Of these, a good physical condition is extremely important and a knowledge of basic military drill relatively unimportant.

"The War Department therefore does not recommend that military drill take the place of physical education in the schools and colleges during this war period."

War Shortages Reflected in Schools

WASHINGTON—War shortages have hit the halls of learning and even in modern classrooms Johnny and Mary may have to learn some of the tricks of the little old red schoolhouse.

Mixing flour and water paste may be part of the day's lesson as tapioca and cornstarch bases and glues became less available.

Or they'll wield a pocket knife on pencils because desk pencil sharpeners are almost out of production and pocket sharpeners are peace-time relics.

There'll be rulers, but minus the metal edges, and pencil, paint and crayon boxes will be of cardboard.

The war production board says there'll be an adequate supply of paper—if it isn't wasted—but very few metal ring notebooks and no zipper closings.

Says Half of Public Can't Read Properly

CHICAGO—In effective ability to understand adult reading matter the American people are more than 50 per cent illiterate, William S. Gray, professor of education at the University of Chicago, told the university's sixth annual Conference on Reading. More than 400 educators from all parts of the country attended the conference, devoted to "Adjusting Reading Programs to War-Time Needs."

"Millions of adults today have attended school for only a limited period of time and therefore did not have an opportunity to learn to read well," Dr. Gray said. "What happened to them is matched in the experience of hundreds of us who took French or German in high school or college. Whatever ability we acquired to read these languages soon disintegrated through disuse."

School Delayed For Cincinnati Youths

CINCINNATI—Because some 7,000 high school youths are doing essential war work, schools in this area are not likely to reopen until late October.

Conceding that the situation was "unique," in that other Midwestern cities resume classes in early September, John M. Baker, Regional WMC Director, said that a delayed start here was absolutely necessary to assure continued flow of vital products from factory and farm.

Jobs which are being filled by "these kids of 16, 17, and 18," Mr. Baker said, "range from hay-baling on farms to others, the merest mention of which would be to disclose military secrets."

"They are really carrying the ball and doing it magnificently," he added, in estimating that one of every two high school boys in the 16 to 18 age group in Cincinnati, was doing "some sort of essential work."

War Prisoners Earn Oxford Degrees

LONDON—During the last six hundred years, Oxford University has nearly always refused to award degrees unless the student has put in a certain period of residence. Merely passing the examination was not enough until this year, when an examination in English literature was held for about thirty students who had never been to the University. Those who reached the necessary standards were recognized by the University with appropriate diplomas.

These students are prisoners of war in Germany, and the organization for enabling them to take classes in the prison camps in Germany works through the Education Department of the Red Cross organization, and is housed in the Bodleian Library at Oxford. The Education Department has sent out to the camps some 100,000 books for courses of study.

European Groups Propose English as Second Language

NEW YORK—As a measure to promote easier intercourse between nations and to help eradicate isolationism, representatives of six occupied countries of Europe are preparing an arrangement to make English the second language of European schools after the war, according to the Netherlands Information Bureau here.

One preparatory step toward implementation of the scheme has been taken by the Netherlands Government in Exile in London in organizing a course in English for refugee Dutch teachers in Great Britain who wish to teach in Holland after the war.

Gerrit Bolkestein, Netherlands Minister of Education in London, introduced the proposal, which has been studied by a committee of Belgian, Polish, Norwegian, Yugoslav and Czechoslovak, and Dutch representatives in London. Sponsors look for its eventual adoption by all members of the United Nations, according to the Information Bureau.

Five reasons why the plan should be adopted have been listed by Mr. Bolkestein as follows:

1. Because it already is spoken by two great nations representing almost 200,000,000 people.

2. Because for millions of others. English already is the second language.

3. Because English actually or basically is the language of seafaring men.

4. Because the European Continent would benefit from British and American cultural influences.

5. Because it would strengthen British and American ties with the European Continent and thereby possibly help to combat Britain's insular and America's isolationist tendencies.

Women Instructors Invade Williams

WILLIAMSTOWN, MASS.—For the first time in its history, women are serving on the faculty of Williams College. Until comparatively recently, the curriculum has been taught exclusively by men. The war, however, has caused many changes, and today six women instructors are teaching subjects like engineering drawing, descriptive geometry, and courses in chemistry.

With a record-breaking enrollment, comprising 600 aviation cadets in the Navy Flight Preparatory School, 436 apprentice seamen in the V-12 college training program, and 200 civilian students, Williams has offered teaching positions to women which several years ago would have been closed to them.

Lebanon Academy Closes for Duration

WEST LEBANON, ME.—Trustees of Lebanon Academy, founded 95 years ago, have announced that the school would close for the duration "or until such time as competent teachers can be secured." Principal Lawrence Furbush of Kezar Falls, has been drafted and the trustees have been unable to find a successor. The historic academy was founded in 1848 by the Rev. Orel B. Cheney, who later founded Bates College.

Learn to Recognize Pacific Natives

NEW ORLEANS—War-bound Tulane boys are learning in a new anthropology course how to recognize some prospective neighbors, the half-dozen dark-skinned peoples of the Pacific islands.

The information may aid lost airmen and other castaways to obtain shelter and food. It may help in cooperation with peoples now dominated by the Japanese. The course is taught by Dr. Robert Wauchope of Tulane's Middle American Research Institute.